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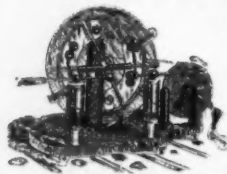
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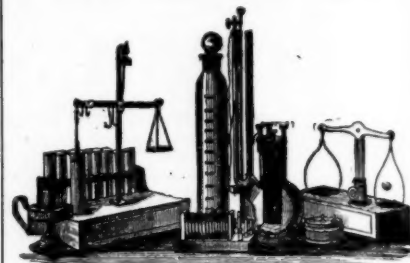
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A TEACHER visited another in his school-room, and was surprised at the personal interest the pupils evidently felt. They loved the teacher and they loved the school. "Why is this?" was the question. The teacher was plain, but not repellant in appearance. He did not think the condition of things was at all remarkable, and said so. The visitor replied: "Yes, it is; they want to please you; they show it in all they do. There is no unnecessary noise; they are gentle in their demeanor, they try to assist one another, and make all run smoothly. They are very intelligent, too."

In reply it was said that the school was quite an unpleasant one. The pupils seemed to be set in battle array against the teacher. "I determined," he said, "they should feel that I wanted to benefit them. I set out every day to do something kind to one pupil that day. I never scold; I point out where things could be better. I ask them to tell me how we can improve as a school; in fact, all of us are trying to make it a good school."

Here is probably the secret—the teacher said, "We can make this a good school." He did not say, "I am going to make this a good school, if I have to break every bone in your bodies." This last may seem to be strange language to be heard

in educational halls, but it has been used by teachers in their efforts to cause righteousness and knowledge to be diffused abroad.

"THIS method of object teaching is perhaps the greatest service which the naturalistic school has rendered to the cause of education. Hinted at by Rabelais and Locke, still more largely developed by Rousseau, it has received in the last century a more accurate and satisfactory form, and is probably destined to become the source of a new curriculum in which literature will hold a secondary place."—BROWNING.

"SKILLED laborers are always in demand," says Thomas Edison. And the managers of the Chicago fair are already saying that they are anxious to find properly qualified men to aid them in their preparations. But are university men in demand? A New York daily paper lately said "the socialists of this city are nearly all Germans with university educations. They have scholarly attainments, but are failures for all that; they hate rich men because they cannot become rich themselves." So that the university has been a damage to thousands. Thousands ought to be driven back as they attempt to enter the portals of the university. And then there are men who should be helped to go if they have not means themselves.

A GOOD many superintendents will have made mistakes before the school year closes in June, 1891. They will have zeal, but no knowledge. They see that teaching is crystallizing into a profession and they want to have a hand in it. That is all right. But, gentlemen, do you know what to do? One writes that he has selected a work on psychology, and is going to make all the teachers recite lessons from it. Another has laid out a course in didactics, that he sends in for inspection. We do not approve of that course and have written him telling him so.

If superintendents wish to make professional teachers of those whom they direct, they must have a clear understanding of what they propose to do. Have they this knowledge? We would far rather hear that a superintendent had recommended a single volume to be read by his teachers than that he had marked out a course, assuming that those who pursue it will unfailingly be made professional teachers. "Heaven is not reached at a single bound."

IT is not so many years ago that the physicians complained of the public schools, "that they bred a race of sickly girls, who pored over books, were pale faced, flat-chested, small waisted, unfit for home duties, unwilling to work, and full of morbid fancies." But they are changing their views; at a recent meeting the practical instruction given awakened praise. "They were doing something beside sitting still over a book, they were constructing articles with tools that required effort, thought, and ingenuity; they read books at home and told the teacher what they were, and what they thought of them; the computation was of articles they actually consumed; they wrote compositions about things right around them; they had gymnastic drills and expanded their lungs by singing; they were taught in their physiologies that tight lacing as well as tobacco and alcohol tended to render life not worth living."

This is quite a clear account of things in the school where the new education prevails; it aims to make life worth living—which is far better than to be able to parse the most intricate sentence in Milton's "Paradise Lost." Let the doctors ask themselves what they have done to bring about this

change? They used to declaim about tight lacing to the grown-up women, but it was of no use. Wiser people saw that if the young girls were taught properly, when the inevitable corset was put on there would be a willingness to have it a large one. A principal of one of the large grammar schools for girls says, "The day of large waists has come."

HERE are some sentences from Locke that will furnish new thoughts for teachers to-day:

"The usual lazy and short way by chastisement and the rod, which is the only instrument of government that tutors generally know or ever think of, is the most unfit of any to be used in education."

"I cannot think any correction useful to a child where the shame of suffering for having done amiss does not work more upon him than the pain."

"Such a sort of slavish discipline makes a slavish temper."

"Beating them and all other sorts of slavish and corporal punishments are not the discipline fit to be used in the education of those we would have wise, good, and ingenious men, and therefore, very rarely to be applied, and that only in great occasions and cases of extremity."

"The right way to teach is to give them a liking and inclination to what you purpose them to be learned, and that will engage their industry and application. This I think no hard matter to do if children be handled as they should be."

"None of the things they are to learn should ever be made a burden to them, or imposed on them as a task."

"As a consequence of this they should seldom be put doing even those things you have got an inclination in them to, but when they have a mind and disposition to it."

"Get them but to ask their tutor to teach them as they do often their play-fellows, instead of his calling upon them to learn, and they being satisfied that they act as freely in this as they do in other things, they will go on with as much pleasure in it, and it will not differ from their other sports and play. By these ways, carefully pursued, a child may be brought to desire to be taught anything you have a mind he should learn."

AN alarm was sounded in the National Association, when manual training and industrial Education made their appearance in the schools. One was reminded of Byron's description of the effect of the sound of cannon on the gay revelers in "Belgium's capital." The "cheeks all pale" have resumed their ruddy color; the "tremblings of distress" have subsided. A department for the discussion of these subjects was created, Prof. A. J. Rickoff was placed at its head, and most interesting discussions were held. The exhibit by this department attracted wide-spread attention; it was thronged from morning till night. Besides this, classes were taught before visitors, so that an earnest teacher, coming entirely ignorant, might go away with practical ideas in his head.

Besides all this, a very important "joint session" was marked out to plan for putting manual training into the elementary schools. This shows that the association has recognized that manual training is to be a part of the course of study of the schools of this country. When one remembers how many demonstrations have been given that manual training had been tried before, that there was no room for it, that it would make a nation of tinkers, etc., he cannot but read with surprise that this joint committee were chiefly busy with "making provisions and courses of training in manual training in elementary schools."

IT may be said that in 1876 this country was at the parting of two ways. A good many teachers did not know it, however. The old way was the

way of the "three R's"; the mark of the medieval ages was on it. Pestalozzi had attempted to turn the car of education off from this medieval track and had produced a profound impression. Froebel caught his spirit; so did Horace Mann, and also the Alcotts, S. J. May, W. C. Woodbridge, Warren Colburn, William Russell, David P. Page, and many others.

The leaven of Pestalozzi was at work in this country up to 1850, when it seemed to have spent its force; the schools had become Pestalozzianized to a certain extent, and then there was a pause. Then the influence of Froebel began to be felt; it re-inforced the effect produced by Pestalozzi. But in this case, there was not a band of earnest and cultivated men to embrace his doctrines as in the case of Pestalozzi; they were taught mainly by women.

Nevertheless, the ideas of Froebel supplemented those of Pestalozzi. The disciples in general of Pestalozzi seemed to leave unnoticed the fact that this great educator sought to make his pupils learn to labor. Their attention was fixed on the lessons the pupils recited. So that Pestalozzianism in this country was expended on book-study and book lessons; it looked on the great Swiss teacher as one who had discovered new ways for employing the pupils in getting the knowledge contained in the text-book. Froebel pierced into the heart of the Pestalozzian system, he saw that it was a plan to continue the work the mother (God's teacher) begins.

A few persons had seen that "there was a screw loose" in our educational system—it did not produce the effects prophesied for it.

Prof. Samuel G. Love, for many years the superintendent of the schools of Jamestown, New York, says that in the years of 1867, '8, '9, the failure of the public schools to realize the high expectations in the minds of the public concerning them was the subject of many protracted conversations with James Johonnot (see *Industrial Education*, p. 21), and that he gave it as his belief that manual training was to be the solution of the problem. A few were thinking of this problem; but in 1876 the great exhibition at Philadelphia set a great many to thinking. The educational system of the country needed modifying; that was plain. How should it be done? It was seen that the work Froebel had planned for young children was a figure, a suggestive model, of what must be planned out for those that were older. THE SCHOOL JOURNAL attempted in every issue to make this clear. The idea spread like wild fire. This new direction was termed the New Education; it was discussed at every convention and institute.

Slowly, and almost imperceptibly, the car of education was switched off the old track. It did not go on the old way; it began to go on the new way. At first there were many objections; there is no one so obstinate, or hard to convince, or stir out of his track, as a teacher—especially one whose education is in narrow lines, and of limited extent. They felt that any change meant the destruction of their old-time idols; and many are not convinced to this day.

The movement in the new direction is acquiring a velocity and force that could hardly have been expected by its most sanguine friends. The National Association of teachers debates it no longer; it accepts it and marks out courses of study in which manual training forms an integral part. The main cities of the United States have adopted it. It is only a question of a few years when it will be a part of the daily routine of the humblest schools; teachers capable of teaching manual training are alone wanting.

THE careful reader of the account of the St. Paul meeting of the National Association in last week's JOURNAL, will have noted that changes have taken place in the make-up of the management, that will have very important results hereafter. It has been run as a close corporation. The president decided who was to be his successor and appointed a nominating committee accordingly; this com-

mittee went through with the motions of selecting the officers, reported, and the report was duly adopted.

In this way the faithful insider had before him the hope that in due time he would hold the gavel and dispense the patronage. In this way the election of the president of the association has been carried on since its foundation. And this answered the purpose well enough, until the New Education began to exert an influence in the land. At first the attempt was made to crush this out as a heresy, but as it was too wide-spread the effort was abandoned. It went on electing presidents in the fashion above described, but there were signs of dissatisfaction.

The election of Mr. William E. Sheldon, of Boston, as president, in pursuance of the above described plan, gave a severe shock to the sensibilities of a large number of the educators of the country. There are so many men of great culture, of large and successful educational knowledge and experience from which to choose, that his election gave both offence and dissatisfaction. This dissatisfaction began to make its appearance at various points.

It was naturally supposed that Pres. E. C. Hewitt, of Illinois, would be selected as the next president, for he has been a most indefatigable laborer for the association, and holds a high rank among educators. But Pres. Canfield had determined that William R. Garrett, of Nashville, must be his successor, and appointed men favorable to his nomination. The report of his nomination was received and the vote of the entire association cast by the secretary, against the protest that it was not constitutional.

It is assumed by those who are believed to know that Pres. Canfield acted as he did because he wished to repair some prejudices raised against him at Nashville last year; and if possible stay the parting off of the Southern teachers which had set in. It is believed by thoughtful on-lookers that this "tub thrown to the whale" will not produce the slightest effect. It is more than probable that at the meeting at Saratoga next year there will be an election held in accordance with the constitution of the association—the first since its foundation.

Now that the annual conventions are over there will be considerable thinking and discussion as to whether these institutes are really on a sound basis. It must be remembered that a method for conducting an annual convention is yet to be discovered.

In looking at the reports of most meetings it seems that too much is attempted. There must be something left for another year and another generation.

Then again, there is a selection of subjects upon which people will debate; now the object of the convention is not debate, it is light and information. The average teacher has not arrived at a position where he is willing to hear the truth, no matter how it interferes with his past convictions; so he will debate a minor question with considerable ability, and hold to his position with very much tenacity.

It is quite noticeable this year that the old question about "Grammar or Language" has made its appearance at few of the annual conventions. Grammar died hard; it cannot be said to be wholly dead yet; but as a study for the primary and advanced public schools the fiat has gone forth. Nor has the old schoolmaster so persistently infused the convention with his faith in corporal punishment.

In fact there are many evidences that the teachers have met in a better spirit, have looked at education more as scientists than as pedagogues, than they have in past years. These meetings have a mission; if they wish to live, to repay those who come from a distance, they must be *practical* in the highest sense. The criticism that must be passed on most of them is that they have not been practical.

THE "HENRY BARNARD FUND."

| | |
|---------------------------------------|-----------|
| Pedagogical Dept. N. Y. University, | \$250.00. |
| New York School of Phonography, | 10.00. |
| South Dakota Normal School, | 13.00. |
| A Friend, E. B., | 5.00. |
| Oswego Normal School. | 30.00. |
| R. H. Caruthers, Louisville, | 1.00. |
| Grace Gilfillon, St. Louis, | 5.00. |
| G. G., Pittsburgh, Pa., | 2.00. |
| A Teacher, New York City, | 1.00. |
| E. Cutter, " " | 1.00. |
| J. W. Schermerhorn, N. Y. City, | 1.00. |
| H. T. Bailey, N. Scituate, Mass., | 2.00. |
| Reading Class, Normal School, Castle- | |
| ton, Vt., | 1.00. |
| Teacher, Phillipsburg Pa., | 1.00. |
| R. H. Quick, Redhill, Surrey, Eng., | 10.00. |
| W. V. Rodrigues, Havana, Cuba, | 1.00. |
| Eliza M. Elliot, Guilford, Ct., | 14.00. |

Commissioner W. T. Harris says: "I consider the matter of very great importance. If you can succeed in arousing the educational forces to respond in the sum of \$10,000, I do not know of anything that will redound more to the credit of the men and women who are engaged in the work of education."

At the invitation of the executive committee at St. Paul, Archbishop Ireland read a paper on "The State School and the Parish School. Is Union Between them Impossible?" He said:

"The secular instruction in the state schools is our pride and our glory, and I regret that there is the necessity for the existence of the parish school. The spirit of the parish school, if not the school itself, is widespread among American Protestants, and is made manifest by their determined opposition to the exclusion of Scripture reading and other devotional exercises from the school-room.

"There is dissatisfaction with the state school as at present organized. The state school, it is said, tends to elimination of religion from the minds and the hearts of the youth of the country. This is my grievance against the state schools of to-day. Believe me, my Protestant fellow-citizens that I am absolutely sincere when I now declare that I am speaking for the weal of Protestantism as well as for that of Catholicism. I am a Catholic of course, to the tiniest fiber of my heart, unflinching and uncompromising in my faith. But God forbid that I desire to see in America the ground which Protestantism occupies exposed to the chilling and devastating blast of unbelief. Let me be your ally in stemming the swelling tide of irreligion, the death knell of Christian life and of Christian civilization, the fatal foe of soul and of country.

"The state school is non-religious—ignores religion. There is and there can be no positive religious teaching where the principle of non-sectarianism rules. It follows then that the child will grow up in the belief that religion is of minor importance, and religious indifference will be his creed.

"You say the state school teaches morals; but morals without religious principles do not exist. Secularists and unbelievers will interpose their rights. I do not impose my religion on them, nor should they impose their religion of secularism on us. Again there are differences among Christians, and Catholics would not inflict their belief upon non-Catholics, nor should Protestants be inflicted upon Catholic children. Some compromise becomes necessary."

Nothing is so valuable as to have the Catholics state their ground clearly. This eminent preacher asks a fair question, and we reply: *Union is impossible.*

1. The spirit of the parish school is not wide-spread. Innumerable cases can be shown where Protestant clergymen do not send their children to schools where the Bible is read, because the state school is better.

2. The only dissatisfaction with the state school is that it is not well taught.

3. There is wide-spread dissatisfaction with the parish schools, because the teaching is not as good as in the state schools. If the priests did not force the parents to send to the parish schools, they would not exist.

4. The state school leaves religion to be taught by the parents; an eminent Catholic in this city has a Protestant teach his daughter French, another Protestant to teach her music. This point does not ignore religion.

5. Morals without religion do exist. The first and foundation principle of the widest creed is the consciousness that some things should be done, and some should not be done.

"I NOTICED that my pupils felt an increasing interest in reading during the past year, and it was not until June last that the reason occurred to me. Then I remembered that last September I subscribed for six copies of TREASURE-TROVE. I want to speak strongly in its favor. "Lizzie Allen, Detroit. Mr. Hezekiah Butterworth, editor of *Youth's Companion* is delighted with TROVE. Let the teachers do their best to circulate it.

A FAIR QUESTION.

You, reader, will be asked a good many questions by your superior official—some about numbers, some about geography. Perhaps he may ask you if you know something about the child, the nature and laws of its growth. Possibly he may venture to ask you some questions about the discoveries of other observers of children. It is getting to be quite the thing to do this, and teachers must expect it. In fact, one man at the New York State Teachers' Association, while deprecating the study of pedagogy, candidly admitted "it was the fashion."

We have a question to ask you. It is this: "What educational progress have you made during the past year?" We think it a fair question for you to think over. This does not mean, "Do you know more about Africa or the nature of narcotics, or can you say the multiplication table more perfectly, than you did a year ago?" It means, "Do you know more about the science of education than you did one year ago?" And it means also, "Do you know better how to apply the science in your teaching than you did one year ago?"

You get your living by teaching: you are kept from the almshouse by your skill in teaching. Now can you lean down heavily on the knowledge you have of teaching? Can you say to yourself, "I am not a profound student in chemistry, history, or any of the branches of knowledge, but I do understand the art of teaching perfectly?" You must bear in mind that the teacher, metaphorically speaking, has got up and dusted his coat, got his grip-sack in his hand, and, putting on a fixed and serious countenance, has said, "I am going to move onward," and not only so, but he is actually moving. He has begun at last to study the science by which he earns his daily bread.

A good deal has been done in the past year; a good many bony skeletons in school-houses are beginning to move. They have turned out to summer schools, they have got hold of a work on education, they have begun to read a school journal, they have begun to teach and think about teaching at the same time.

Now in all this movement, what part have you taken? Perhaps you are waiting for the tide to subside. Are you wise in so doing? Read this and see. A city training school had determined to have a teacher to give instruction in pedagogy—but who should it be? An agency said, "Only one—a capital one—on our books." She had anticipated the man, and while earning \$600 studied the business by which she got a living. "What salary do you want?" was asked. "\$1,200." "Won't you take \$1,000?" "No, sir." You see she could ask her own price, as the supply was small. They hired her.

A good many have made a beginning; a good many are saying to themselves, "I shall not teach long; it will not be worth while." Will it not be worth while to teach better this year if it is to be your last?

We have predicted this movement. We have urged the teachers to get ready for it. The old style of teaching is passing away. Will the teachers wait until the school officers say to them, "You are behind the times and must give place to those who understand education."

HOW WE LOOK TO OTHERS.

The *Times* (London) has quite an article on "The American System of Education." Here are some of the "points":

1. "A teacher's diploma granted in one state is not good in another."

True, and it is a pity that it is true; it is a shame too. The teachers are not doing anything about it, either. In Ohio, and probably other states, a diploma in one county is not good in another.

2. "A vast proportion of American school teachers are absolutely untrained."

True again. The people here think it a pretty "smart" thing for a young man who doesn't know exactly what to do with himself, to "take a school" for a year or two in order to get some money to begin some paying business. There are plenty of schools he can get.

3. "The office of school teacher is a matter of annual election."

True again. They just didn't re-elect Supt. Jones, of Erie, and Supt. Herrington, of Bridgeport. No charges of unfitness were made against these men; the board of education simply said, "We can elect some one else if we like, and we will."

4. "No matter if he has gained a good diploma from a training school, he has to submit to a fresh examination!"

True again; especially in Brooklyn and New York. A graduate from the training colleges of the state has to have a "fresh examination." The boards of education say we have special powers from the state, and we mean to exercise them. It is a very bad thing; the doctors, lawyers, and ministers have no such nonsense. A man who gets a diploma from a medical college can practice in any part of the state. As before, the teachers sit down in silence—those who are in are all right; why should they trouble themselves.

5. "The very great preponderance of female teachers tends to weaken the school staff."

("Staff" means in England the teaching force; we don't use the word thus.) In Minneapolis there is one male teacher to thirty female teachers; the proportion is not quite so great in other parts of the country. In England there are 31 male to 69 female teachers; in Scotland, 39 to 61. There is a re-action setting in; the number of male teachers is increasing. It is a good sign.

6. "In England the school session must not be less than 200 days; in Alabama the rural school session is 88 days."

In New York state the rural schools must be 160 days, and so they run on down to 88, depending on the locality. In the cities and towns the session is 200 days.

7. "The average annual cost of schooling is \$8.00 in England. In the Southern states it is down to \$4.00 and \$3.00."

The cities here pay as high as \$45., as in Boston. New York City pays about \$30—the precise figures are not at hand. The salaries of teachers at the South and in rural schools is small, but it is rising.

8. "The facts are that both countries have employed a preponderance of female teachers. In America it has led to such a shortening of the school year, as to turn school teaching into a farce."

It may not be pleasant to be told that our boasted schools are but a "farce," but it is not true, in many cases?

AN IMPORTANT THEME.

Mr. Andrew Carnegie wrote an article in April, the substance of which was that, to get on in the world, a young man should begin early to learn business; that going to college would not help in the matter. In *THE JOURNAL* of May 10, comment was made on these ideas; we agreed with Mr. Carnegie. Prof. Charles McMurry, of the Winona normal school, sent us a sharp criticism, which we published May 31. Not content with that, he sends about the same to the *Public School Journal*, and advises that other subjects than "How to get Money" should be discussed. He advises going up into the mountains so as to be nearer heaven and away from the greed of money-getting. We will do so, but the hotel-keepers will be after us to the tune of fifteen dollars per week. Alas, they are just as bad there.

We like the distinctive flavor of Prof. McMurry's letter; we are glad there are men who look so lovingly and tenderly on knowledge getting, and so forliddingly and repellant at money-getting. Here is the true spirit of the true student! As we understand the case, Mr. Carnegie simply proposed to advise those who want to have money—the money getters. As a conspicuous success, his views are well worth reading; he knows what he is talking about. A volume from the hands of such a man on "What I know about Money Getting" would be well worth publishing. The people of this planet must have money. It is needed to pay the salaries of professors in normal schools, for one thing; and it is not uncommon to hear surprise expressed that teachers get so little of it, so much less than they deserve.

There are other questions to be discussed besides money-getting—knowledge-getting is one for example, and Prof. McMurry thinks we should have gone out of our way, as it seems to us, and discussed that instead of the theme Mr. Carnegie proposed. It is a good theme, and if Prof. McMurry will write a letter to the *Tribune* on that, and argue it as cogently as Mr. Carnegie did his, it will be published and we will discuss it. We do not doubt that the professor's letter will be as widely read as the millionaire's. Let him try it. Then we would say, "Here is something the teachers can read with profit. Speculate in something better than in real estate," etc.

An incidental question is raised by Prof. McMurry that in commenting favorably on Mr. Carnegie's advice, we discourage the pursuit of the higher education—in short, going to college. We will be outspoken here; we do not encourage every young man to go to college. We agree with Mr. Gladstone, who says, "My next opinion

is that terrible errors have been committed in the past—in the past I include the days of my own experience—in endeavoring to thrust this (classical education) down the throats of everybody, quite irrespective of capacity and circumstances."

The prejudice against higher education in this country and England is a reaction against the worship of the college that prevailed extensively once. It may go too far; reactions generally do.

The teacher should encourage knowledge-getting in every way possible. But he is dealing with human beings who have got to earn their daily bread, and if he will not give the knowledge that helps in that direction, he is not true to his trust. We once heard a principal in one of our largest normal schools say to a class, "There are students here that must make better progress; if they do not they will not be able to secure an appointment worth twenty-five dollars per month." Here you see the question of getting on was brought up. In short, we believe that the practical maxim to be followed by the man who faces the world is not "Make Money," nor "Do Good," but "Do good and make money." We say this is the maxim for the man who faces the world. For the student in the class room the maxim must be "Get Truth," of course. But in all schools the question will come up, "How shall I live?" It is no unworthy question.

SOME HINTS AS TO SUCCESS IN TEACHING.

By PRIN. W. E. BISSELL, Newark, N. J.

III.

Any teacher who desires real success must know what true teaching power is, how to secure it, and must be willing to work for it.

Teachers who would possess true teaching power must earnestly desire it. Aspiration must precede inspiration; and he who truly aspires to be a teacher of power will never be satisfied with the simple ability to perform from day to day a humdrum routine that will eventually prove his pedagogical shroud. The teacher with natural gifts for the work, is often envied by those who might surpass the object of their envy if they were willing to make the necessary effort. To the teacher who has such slight love for her work that the hands of the clock always move too slowly toward the hour of dismissal, when class-room and pupils are left with a sigh of relief—to such a teacher the work of teaching is the most unpleasant drudgery; and the results achieved are usually in keeping with the teacher's conception of her position. Such teachers are, as a rule, joined to such idols as text-books, and teach no more than "the book says," if, indeed the book is thoroughly and properly taught. Vain it is to talk to such teachers of aspiring toward the power of the true teacher. If they succeed in keeping their classes in good order, in preparing the pupils to answer the questions of the official examination, and in retaining their positions, all is well. It matters not whether they develop mental power for future acquirement or not. But the car of progress is in motion, and sooner or later the teachers who refuse to "walk in the light" will be left far behind. Our well qualified teachers must be willing to relinquish old ideas, which have been proven erroneous. Only the valuable old is worth preserving if we would keep pace with the progress of the present.

When aspiration is fully awakened inspiration will be the sure result; the desire for cultivation cannot be repressed, and education crowns all.

"When an acorn falls upon an unfavorable spot and decays, we know the exact loss; but when the intellect of a rational being for want of culture, is lost to the great ends for which it was created, it is a loss which no man can measure." These words of Edward Everett should be indelibly impressed upon the minds of all teachers.

ENTHUSIASM IN TEACHING.

By EVA C. GRIFFITH, Whitewater, Wis.

A teacher without enthusiasm is like a locomotive without steam. A locomotive may be ever so well equipped for a journey, and started on the right track, but it will not go until the steam begins to throb through its steel arteries. So a teacher may have ever so much book knowledge; may be perfect in his ways, and have the latest appliances in his school-room, and yet his teaching will be cold and dead unless he is thrilled through with enthusiasm.

The teacher's work is with living, human beings. His great object is to arouse in the human heart before him

a love of study, and to make him think for himself. A wide-awake, thinking child will get an education, though you place a hundred barriers in his way. The dull, unthinking child, who sees in his lessons only a dreary task that must be gone through with, will never get a real education, though he goes through college.

But children are imitative, and the child who sees his teacher full of enthusiasm over books, eager to find out something new, will somehow catch the inspiration and himself become eager and enthusiastic.

The teacher first should be enthusiastic over *knowledge*. He should be a lover of books, and more than all else, a lover of truth.

He also should be enthusiastic over children. He need not be a sentimentalist, of the hugging and kissing sort, but he should feel the wonderful possibilities of the human minds before him; and the possibilities of their growth and development, should awaken an enthusiasm in his heart.

The teacher should be enthusiastic over his school as a *whole*. He should strive to make his school the very best school in the country, and to accomplish this should arouse the enthusiasm and emulation of both his pupils and their parents.

Enthusiasm is the life of all work. It is like oil to machinery, it saves the wear of constant friction. It marks the difference between self-chosen labor and that of a slave. The free born citizen chooses to work, not simply because he must, but because he has something worth doing.

MR. GLADSTONE ON EDUCATION.

Mr. Gladstone was the principal witness on June 3 at an enquiry at Hawarden, instituted by the Flintshire county council, into the claims of Hawarden to a school. He said:

"In my opinion, classical education is in itself the very best of all for all those who are capable of profiting by it, by which I mean those who have a certain amount of tendency of faculties, and those whose circumstances are such as will enable them not to be content with the merest rudiments, but to proceed to the point at which they shall realize, as it were, some solid attainments. My next opinion is that terrible errors have undoubtedly been committed in the past—in the past I include the days of my own experience—in endeavoring to thrust these down the throats of the body, quite irrespective of capacity and circumstance. I mean everybody of a certain rank. And, thirdly, I think the country is to a certain extent suffering from the reaction, following from the detection of the error, as every error upon its detection inevitably produces some reaction or other. But my desire would always undoubtedly be to see a classical education placed within the easy reach of all those who have any power or chance of profiting by it.

"I should have thought that everything that was worthy of the nature of an intermediate school ought undoubtedly to have some department of classical education, and I rather suppose that the experience of Germany, which has taught us a great deal in the matters of education—that the experience of Germany is distinctly in this direction; that the gymnasium, which forms the one great intermediate step between the primary school and the university, has invariably the elements of classical teaching in it.

"In speaking of technical education, I attach the highest value and importance to it; but I always bear this in mind—that the main purpose of education is to deal with the mind, not as a repository that is to be filled with goods like a shop, and then the goods to be taken out and handed over the counter, the shop remaining exactly as it was while the goods passed through it, but that the main purpose of education, so far as it can be made in that direction, is to make the human mind a supple, effective, strong, available instrument for whatever purposes it may be required to be applied to. The wants of general education are absolutely indispensable.

"The large majority of girls will have the main care of the household and of the family, and in the humbler rank of life the manual duties of the household; and I own that I think our education has been very defective. I attach very great value indeed to the drawing forth of the potential capacity, so to speak, that there may be among girls of the country for rising in that way to higher intellectual levels than those which they have been heretofore able to attain.

"I attach a value to the training of the hand and eye, and in the training of the eye I have always had the feeling that some branch or other of natural history deserved a higher place in the modern theories of education than it had yet obtained. There is no more perfect training of the eye than is given by the observation in early life of animals and plants. My distinct feeling is that in the education in higher classes of schools, within the last thirty or forty years, too much consideration has been given to modern languages, and too little to make boys observers of nature."

HERE is something for the "psychology class." Why is this thus? One man will know what thoughts are in the mind of another man, and the other man will know that the first man knows that he knows that he knows what he is thinking about, yet neither of the men will tell the other man that he knows that he knows what he is thinking about.

THE SCHOOL ROOM.

Aug. 16.—EARTH AND NUMBERS.
" 23.—SELF AND PEOPLE.
" 30.—DOING AND ETHICS.
Sept. 6.—LANGUAGE AND THINGS.

PRODUCTIONS OF THE EARTH.

My class in geography had become somewhat tired of the study, and I concluded to try the following plan, hoping to arouse new interest. One day I told them that I wanted each pupil to select some article to bring to school on the following day. They were to tell all they could about these articles, and it would serve instead of the regular geography lesson. Of course they were to consult the encyclopedia or any other source of information. They were not to communicate with each other, but each article or specimen was to be kept in a box or envelope till time to show it.

Next morning I noticed a general air of mystery among the pupils, and all seemed anxious for the recitation to begin. They brought no books to the class, but each child carried a package, a box, or an envelope.

"Mary," said I, "you may begin."

Mary opened an envelope and showed a piece of amber.

"Where does it come from? I want each one of you to tell all you know about your specimen."

"This came from the coast of the Baltic sea. A large quantity is found there, but it is also found in different parts of Europe, Siberia, and Greenland."

"What is it, a mineral or a vegetable substance?"

"It is thought to be a kind of resin from an extinct tree. It is very valuable."

All this time the piece of amber had been traveling down the class, and each child had handled it.

"Now Fred," I said to an eager-looking boy who held a long, narrow box. It contained a beautiful white ostrich plume which Fred held up before the class.

"Most of our ostrich plumes come from the Cape of Good Hope," said Fred. "The business of raising ostriches for their plumes is called 'ostrich farming.' The feathers of the young birds are first plucked when they are eight months old, but they are not worth much then. After that they are plucked every eight months, and the feathers of each bird are worth about forty dollars a year. The white feathers are scoured with soap and bleached, and the black ones are dyed with logwood and copperas."

"That is very nicely done, Fred. I think we all found your talk interesting. Now, Jennie."

"This tea came from China," said Jennie, pouring some out in her hand and passing the rest around the class. "The tea-plant is an evergreen shrub. It is raised from seed, and the plants begin to yield when three years old. In China the tea-plant is often cultivated in small plantations, and the leaves are picked by the family. There are two kinds of tea—black and green. Both are made from the same leaves, but are cured differently. The leaves are dried in shallow baskets in the sun, then are put in a copper pan over the fire, and are made into little rolls by workmen. Teas are packed in chests lined with a thin sheet of lead, and with paper made from the bark of the mulberry tree."

Harry had some cinnamon, which he told us was the product of a tree grown chiefly in Ceylon, but also in China and South America. "The outer bark of the tree is scraped off, and the inner bark peeled with a knife. This is dried in the sun till it curls up in little rolls like these. See!" and Harry held up a "stick" of cinnamon. "Then it is ready for the market. Oil of cinnamon is made from the fruit and leaves of the tree."

"Very well. Now James, let us see what you have brought."

"I brought some Zante currants. They are made from small grapes about the size of peas, that grow on the island of Iona, and other Greek islands. There is a large trade in dried fruit, and great quantities of currants are exported."

Amy produced some coral, both red and white, and she gave an interesting account of it.

"Coral is the long frame of a small polyp. It is not made by the labor of the little animal, but is really its skeleton. Some of them are no larger than the head of a pin. They are fixed to the column where they are born, and never move away from it. They take in carbonate of lime from the sea water; this passes through them and goes to build up the column to which they are fastened. There are millions of these tiny creatures, and great masses of coral have been built up by them. In the Pacific ocean there are coral reefs hundreds of miles long, and many islands that are made entirely of coral. Corals are of all colors, from jet black through red and yellow to pure white. Coral fishery is carried

on in the Adriatic and Mediterranean seas. Sometimes divers bring up the coral in their hands, but a drag and net are more commonly used."

Mark had a large box that looked like a hat box. He opened it and took out a Panama hat. "This hat came from South America," he said. "They are made from the leaves of a kind of palm tree. The leaves are cut into shreds like straws and bleached, and then woven around blocks of wood."

Emma's box contained some cochineal, and she told us about it. "Cochineal comes from Mexico, and is made of the dried bodies of insects. They are very tiny, and it takes about seventy thousand of them to make a pound of cochineal. The insects live on the cactus plant, which is something like a prickly pear. The Mexicans have large plantations of these trees in order to raise the cochineal insects. They are brushed off the tree, and then killed by heat and dried."

"We have time for one more only. Kate, I think we shall call on you."

"I have some cotton. It is raised in the hot countries of the world. There are three kinds, herb, shrub, and tree cotton. The plant is raised from seed which is planted in the United States in March or April, and blossoms in June. After the flowers drop off, the pods or bolls, which hold the seeds and the cotton, grow very fast. When they burst open they look like balls of snow, they are so white. The cotton pickers walk down the rows, gather the open bolls, and put them in a bag, which is carried around the waist. It is some trouble to separate the seeds from the cotton. This is done by a machine called the cotton gin, but at first it was done by hand. After the seeds are taken out the cotton is pressed into bales. Here are some cotton seeds. They are used for oil for making soap, for mixing with paints and other things. The oil is pressed out by machinery."

"We must stop now. I am sorry we have not time for you all to show your specimens. To-morrow we will continue this lesson, and the rest of the class will tell us what they have brought."

LESSONS IN INTEREST.

(Interest is an application of percentage; it is supposed the pupils understand how to compute in percentage.)

Teacher.—When men lend money they are paid for the use of it. If John lends James \$100 for one year, James will pay John \$6 for the use of it. Men usually give a note when they borrow money. This is the way a note is written:

"For value received I promise to pay John Smith one hundred dollars in one year from date with interest.

June 1, 1890.

JAMES JONES."

Who is to pay this money? Who is to receive the money? How much is to be paid? When is he to receive it? How many important things in a note? (1) Amount paid? (2) When to be paid? (3) Who is to pay it? (4) Who is it to be paid to? What is the problem that is given us in this "note"?

"The interest." Yes, we know all but that. The rate fixed by law is 6% on each dollar for a year; that is 6 cents on a dollar. If it is 6 cents on one dollar, what will it be on \$100?

"100 times 6 cents."

.06×100=\$6.00.

II.

Here is another note:

"For value received I promise to pay John Smith one hundred dollars in two years from date with interest.

June 1, 1890.

JAMES JONES."

Who is to pay? Who is to receive the money? When? How much is to be paid? How does this differ from the first problem? What is the problem in this note?

"The interest."

Yes; we know all but that. If it is 6 cents on \$1.00 what is it on \$100?

100 times 6 cents—or \$6.

How much more will it be for two years than one year?

"Twice as much."

\$.06×100×2=\$12. Is that right?

Tell me what you did first.

"I multiplied the \$.06 by 100."

Why? What next?

"I multiplied that by 2."

Why? How many steps in the solution? What is the problem? What is the rate? What is the time? Who pays the note? Who receives the money? How long has he to wait? What does he get for lending the money for one year? for two years? What would it be for three years? for four years? for five years?

III.

Here is a note :

"For value received I promise to pay John Smith two hundred dollars in three years from date with interest.

JAMES JONES."

Who is to pay the money? Who is to receive the money? How long is James to have the money? How much is he to pay back? "\$200 plus the interest." What is the problem then?

"The interest."

Give the analysis. "If he receives 6 cents on one dollar for a year, on \$200 he will get 200 times 6 cents; for three years he will get 3 times 200 times 6 cents."

Write it on the blackboard.

$$.06 \times 200 \times 3 = \$18.$$

(The teacher will let each pupil write a note and hand it in. These will be distributed to the pupils; each will read his and write the statement of solution on the blackboard. By writing a note, by holding the note in the hand it becomes a *reality*. As they hold the notes the questions relating (1) to the person who is to pay, (2) who is to receive, and (3) the time of payment should be asked. They should be criticised as to these points.)

I have a note in my hand. Here are the points :

Amount, \$200.

Rate, .06.

Time, 4 years.

Interest, ———.

How much is to be paid? What is the rate of interest? When is it to be paid? What is the problem? Henry, analyze it.

"It is 6 cents interest on one dollar, on \$200 it will be 200 times 6 cents for one year; for 4 years 4 times 200 times 6 cents.

$$.06 \times 200 \times 4 = 48.$$

What is the 6 cents? What is the \$200? What is the 4? What is the 48? How many things combine in the interest? What is the first? What is the second? What is the third?

IV.

Each pupil will make out a note at 7% and place below it:

Amount, ———.

OPERATION.

Rate, ———.

$$.07 \times 600 \times 5 =$$

Time, ———.

Interest, ———.

These will be handed in, distributed, examined, and then each will go to the blackboard, read his note, write the operation, and say whether the operation in his note is correct.

V.

Other rates will be given, as 4½, 5½, 6½, and the same plan employed as above with the notes.

VI.

Here is a note :

"For value received I promise to pay John Smith one hundred dollars in one year and six months from date with interest, June 1, 1890.

JAMES JONES.

THE POINTS.

Amount, \$100.

Rate, 6%.

Time, 1 yr. 6 months.

Interest.

What is 1 year and 6 months expressed in years? What expressed in months?

OPERATION.

$$.06 \times 100 \times 1\frac{1}{2} =$$

Is this correct? Has this all the three points? What are the three points or elements of the problem?

VII.

Here are the points in a note :

Amount, \$100.

OPERATION.

Time, 1 yr. 1 mo.

$$.06 \times 100 \times 1\frac{1}{12}.$$

Rate, 6%.

$$.06 \times 100 \times 13 = 6.50.$$

12

Interest.

(Here "canceling" can be employed.) Numerous examples should follow to teach a ready combination of the three elements; also to employ cancellation when possible.

VIII.

As in many states 6% is the legal rate, the fractional interest corresponding to one month, etc., should be pointed out.

On \$100 the interest for a year is \$6.00.

" " " " " 1 mo. is \$0.50.

" " " " " 2 " \$1.00.

" " " " " 3 " \$1.50.

" " " " " 6 " \$3.00.

Amount, \$150

Rate, 6%

Time, 1 yr. 3 mo.

OPERATION.

$$.06 \times 150 \times 1\frac{1}{4} =$$

$$.06 \times 150 \times 5 = \$11.25.$$

4

What is the interest on a dollar for 1 yr. 3 mo. ? 7½ cts. Then on \$150 it will be 150 times that = \$11.25.

There are many "short rules" or "short ways" of computing interest; the teacher who introduces them into a primary class makes a big mistake. *They must see the why and wherefore—that is teaching.*

The writing out of notes is important; the construction of notes from "points" is also important. Putting down the "operation" without attempting to get the result is an excellent plan, it shows that they "know how," and that is the great thing.

NUMBER WORK.

When the pupils have been familiarized with figures from 1 to 10, and can add, subtract, divide, and write them, they should, before proceeding further, be exercised for several lessons, as follows :

1. Teacher to write on blackboard some figure from 1 to 10. Pupils to name it; to clap the number of times indicated by it; to tell what number is next above it; what below it.

2. Children required to say what number comes between 4 and 6; 7 and 9; 5 and 8, etc. To name all the numbers less than 5; more than 7, etc.

3. Teacher to propose a few familiar problems, as :

(a) John had 6 nuts, Mary 9; who had most? How many more had Mary?

(b) Dot is 3 years old, Ann 5; who is the elder? By how much?

4. A lesson on the order of numbers may be given; as, first, second, third, etc., by steps of stairs, position of pictures on the wall, etc.

5. A few simple tables in adding and subtracting may be worked out, using objects. They will soon learn to copy them on slates, and to learn them.

At this period it will be found useful to take up two or three writing lessons on the proper formation and construction of the figures. The teacher must be careful to make every exercise in subtraction depend upon a previous exercise in addition.

LESSONS IN THE HEAVENS.

The presence of three bright planets in the heavens at this time will cause many eyes to watch for their coming



night after night. They are Jupiter, Mars, and Venus. If we look at them for several nights we shall see that they change their places among the stars—that is the reason the ancients called them planets, or "wandering stars." A good deal can be learned about astronomy if the observer has some "idea of the thing."

Looking south about nine o'clock, a line called the ecliptic must be supposed to run east and west. This is in the middle of a belt which is divided into twelve parts; this belt is called "the zodiac"—that is the Greek for belt. These twelve parts are called constellations. The constellation Scorpio (the Scorpion) is now plain in sight,

and the ecliptic goes through the brightest of the five stars in its head. A very bright red star (first magnitude) in the body of Scorpio is Antares. Moving towards Antares is the planet Mars.

West of Scorpio is a cup-shaped constellation called Libra; the ecliptic goes through the upper right hand corner of the cup.

East of Scorpio is a cup-shaped constellation called Sagittarius; this cup is upside down, and has a handle to it. There is a loop of the Milky Way reaching down and around the tail of Scorpio. Earlier in the evening a bright star may be seen near the ecliptic in the west; it is called Spica.

Doubtless there are many looking into the heavens this month. We vividly recall at this moment the scene on a piazza in the Catskills, in which one who has instructed for forty years is the central figure; she holds an opera glass in her hand, and there is a look of supreme delight on her face. She is but one of a large circle who strive to know something about the vast deeps above us. A teacher is well remembered who would say to the school, "which of you saw Jupiter last night?" Then would follow much interesting information so that all the school became desirous of seeing this planet the next night. Here are a few important facts: Jupiter in the east is in Capricornus; Venus in the west is in Leo; Mars is in Scorpio, and will conjunct with Antares on the 14th. Saturn and Mercury are in conjunction about 12 P.M. on the 9th. Brooks' comet will be, August 10, fourteen degrees south of Mizar, the middle star in the handle of the Dipper.

THE STAR ANTARES.

A remarkable star will be noticed in the sky, near Mars, on any clear evening. Its name was given to it on account of its resemblance to Mars in color. "It is interesting to observe" says a recent writer, "how completely the planet eclipses in splendor so bright a star as Antares. It may also interest the reader to know that while the distance of Mars from the earth is now some fifty millions of miles, that of Antares is so great that astronomers have not succeeded in measuring it. They are only able to say that it cannot be less than fifty million times as far away as Mars is. There is nothing more certain than that if that red star, which appears so faint by comparison with the ruddy planet, were suddenly brought up to the place that Mars occupies, night would vanish in an incomparably grander sunrise than this terrestrial ball has ever witnessed. In truth, it is more than probable that in the fiery blaze of the monster sun, thus brought so near, all living things would be destroyed upon the earth. The oceans would boil away in vapor, and the very ground would smoke. Yet at its actual distance Antares appears to us to pale

in the presence of the reflected light of a planet much smaller than the earth."

Mars and Antares are attracting wider attention this year than ever before. Thousands that have had no time to think of the skies, will now do so, as they inhale the cool breath of the evening. The beautiful planet Mars, concerning which so much interest has recently been awakened by Schiaparelli's wonderful discoveries, may be seen in the southern heavens between nine and ten P. M., in the constellation Scorpio. Sometimes it is a rich yellow or orange color, and sometimes it is decidedly red. Not far from it is fiery Antares, a star of the first magnitude, whose name was given to it on account of its resemblance to Mars in color, but it has a deeper and livelier red than Mars.

OUR TIMES.

IMPORTANT EVENTS, DISCOVERIES, ETC.

NEWS SUMMARY.

AUGUST 3.—Turks torture Christians in the town of Alassana and other places, to obtain money.

AUGUST 5.—British ministry announce that they cannot interfere with the Czar's treatment of the Jews.—Afghanistan wishes a commercial treaty with Russia.—Tennyson celebrates his eighty-first birthday.

AUGUST 6.—Death of the king of Dahomey.

AUGUST 7.—New cabinet formed in the Argentine Republic.—Revolution increasing in Guatemala.—Steamship *Egypt* burned at sea.—Queensland's cabinet resigns.—Great strike in Wales.

AUGUST 8.—Strike of the Knights of Labor on the New York Central railroad.—The Louisiana anti-lottery league issue a strong appeal to the people of the United States to assist them in their fight against the lottery.

AUGUST 10.—Death of John Boyle O'Reilly, the poet.—Germany takes possession of Heligoland.

RAILROAD ACCIDENTS.

One of the greatest problems presented since the introduction of steam has been the prevention of the loss of life by railroads. A great many ingenious contrivances have been invented, such as couplings, gates for crossings, etc., yet no one has invented a device to keep people from being careless. A great many accidents come from people taking foolhardy risks. They recklessly drive in front of trains, walk on the track, and jump on cars in motion. The New York Times has gathered statistics of the accidents during July, which show that there is considerable room for improvement as regards safety on our railroads. In that month there were 209 accidents, 186 people were killed, and 171 seriously injured. Ten per cent. of the accidents were probably not recorded. Twenty-two passengers were killed and 79 injured, and 75 employees were killed and 38 injured. Of the non-traveling public 89 were killed and 42 injured, the death of 60 being due to their own carelessness. In regard to safety the New England roads rank first, the Southern states' roads second, the Middle states' roads third, and the Western roads fourth. Nearly half of the accidents occurred in the Western states and territories.

ARGENTINE'S TROUBLES.

The experience of the Argentine Republic shows that a republican form of government may be just as bad and oppressive as a monarchy. The general opinion is that the people there have been robbed to an enormous extent. President Celman who went into office penniless in 1886 is now said to have a fortune of ten millions sterling deposited in the Bank of England. The issue of paper money was carried on to the great damage of the public credit. In a time of profound peace the premium on gold arose from 190 to 209 in twenty-four hours. Very little improvement is expected from the change of rulers, as honesty of officials is almost unknown. The creditors are mostly Englishmen, which may afford England an excuse for interfering in Argentine's affairs.

OUR COAST FORTIFICATIONS.

The position and resources of the United States are such that it need not fear the result in a war with any nation of the world. Still, as war is not yet a thing of the past, it is deemed a part of prudence to prepare for it, as is seen by the talk about our guns and forts. Congress is asked to make liberal appropriations for the factory at Watervliet where big guns for the forts are made. Our large extent of sea and lake coast makes the attempt to fortify it a rather expensive matter. There must be guns and mortars for Portland, and for the Kennebec and Penobscot rivers in Maine; for Portsmouth, in New Hampshire; for Boston and New Bedford, in Massachusetts; for the Rhode Island ports in Narragansett bay; for New London and New Haven; for Philadelphia, Baltimore, Washington, Hampton Roads, Cumberland sound, Wilmington, Charleston, Savannah, Key West, Pensacola, Mobile, New Orleans, and Galveston. Besides these there are the lake ports, San Diego, the mouth of the Columbia river, and Puget sound to be provided for, requiring about 600 cannon and more than that number of heavy mortars.

CARDINAL NEWMAN'S DEATH.—The death of Cardinal John Henry Newman, scholar, thinker, theologian, and poet, occurred at Edgbaston, England, Aug. 11. He began his career as a clergyman of the Anglican church, but in 1833 took part in the famous "Oxford Movement," which resulted in his becoming a Roman Catholic. Next to Gladstone he was regarded by many as the foremost man in England. He was the author of the famous hymn, "Lead, Kindly Light." Name some of his works.

OUR THREE LEADING CITIES.—According to the late census New York is the leading city, Chicago second, and Philadelphia third. New York is credited with a population of something over 1,500,000. Many claim that the enumerators missed 250,000 names, and that the population of the city is at least 1,750,000. Chicago is given 1,098,576, an increase in ten years of 595,391, or 118.32 per cent. Phil-

adelphia has a population of about 1,045,000. Mention some things that aided the growth of these cities.

WHALE HUNTING.—It is proposed to hunt for whales in the gulf of Georgia, British Columbia, with the use of steam launches and the most improved patent guns. With the old fashioned methods whaling could not be made to pay, in this gulf. Describe the old mode of capturing whales.

ICEBERGS.—The steamers *Siberian* and *Toronto* recently encountered large masses of ice just outside the straits of Belleisle. There were thousands of large bergs in sight at once. Where do these bergs come from?

ELECTRICITY CURED HIM.—A curious effect of electricity is reported from Talledega, Ala. The Rev. Henry Durcan, aged 80 years, has been deaf for several years. Recently he was sitting by a window, when lightning struck a tree near by. He was knocked senseless by the shock, and when he recovered could hear perfectly.

A BRILLIANT SPECTACLE.—A meteor was lately seen by people at Pittsfield, (Mass.,) to burst in the zenith. It sent a thousand brilliant sprays of fire in all directions, lighting the entire country as by a full moon. A report resembling distant thunder was distinctly heard a few minutes after the explosion. What are meteors said to be?

GINTER'S DISCOVERY.—Nearly one hundred years ago Philip Ginter, a wandering German hunter found "stone coal" (anthracite) on Mauch Chunk mountain. The centennial of the discovery will be celebrated at Summit Hill, Carbon county, Pa., in September, 1891. A monument to Ginter's memory will be unveiled. How were coal beds formed?

A NURSE OF THE WAR OF 1812.—Mrs. Elizabeth Sands, who was present as a nurse during the battle at North Point and the bombardments of Fort McHenry in 1814, when Key wrote "The Star-Spangled Banner," died at Baltimore aged 101 years. She was an honorary member of the Old Defenders association, composed of those who repulsed the British from Baltimore, and outlived them all.

AN ELECTRICAL EXECUTION.—An event that engaged the attention of the world was the ending of the life of William Kemmler by electricity, in Auburn state prison. He is the first murderer ever put to death in this way, and as the execution was not wholly a success some assert that he will be the last. What is the object of capital punishment?

PENSIONS.—How much do the pensions amount to? The pension list has been run up to \$167,000,000, or almost one-half the total income of the government and more than the cost of any military establishment in Europe. Will a voting population of 12,000,000 consent to pay more than half the entire revenues of the government to a twentieth of their number? That is the question many are asking. We pity Germany for her war burden; have we not got one?

ZANZIBAR.—France and England have signed an agreement regarding Zanzibar. A British protectorate over Zanzibar is given in return for the recognition by Great Britain of the extension of the French sphere of influence in Algeria and Senegal to the Niger river. What other agreement was lately made by Great Britain regarding Africa?

CHOLERA.—A military cordon was placed around Lisbon to prevent the entrance of any person coming from a cholera-infected district. There were 135 deaths from cholera in Mecca, Aug. 5. What is the character of this disease?

A RAILROAD DESTROYED.—A mob of Chinese soldiers and peasants destroyed the railroad to Lutal on the pretence that it caused the recent floods in the Peiho river. The government made no attempt to defend it. Why this enmity against railroads?

MEDICAL CONGRESS.—The International Medical Congress met in Berlin; 7,056 membership cards were issued. America, Russia, France, and Great Britain were largely represented. A proposal to meet next time in St. Petersburg was rejected on account of the repression of the Jews in Russia.

THE CENSUS.—The superintendent of the census estimates that the population of the United States, is 64,000,000. An official statement will be made about Sept. 1. In what parts of the country has there been a remarkable growth during the last ten years?

AFRICAN SURVEYS.—The German East African company will make surveys of the territory between the Indian ocean and the great lakes. The object is to study the resources of the country and fix the latitude and longitude of many places. Name the lakes in equatorial Africa.

OF SPECIAL INTEREST TO PUPILS.

JACOB'S WELL.—An attempt made by the *Detroit Journal* to restore Jacob's well has been thwarted by the Greek church, that has bought the property and will build a church on the site. Biblical students will remember it was at this well that the conversation between Christ and the Samaritan woman took place. The site of the well is practically undisputed, while nearly every other locality associated with the ministry of Christ is a matter of dispute and grave doubt. The tourist can at present only gain access to the well by being lowered into a dark ruined crypt, once the cellar of a church, where he will find in the floor, near the center, a small opening which the guide will tell him is Jacob's well. He will probably do as others for centuries have done, drop a stone to see how long it takes to strike the water. In this way the well is being gradually filled up. It is said that in 1838 it was 105 feet deep. In 1886 it was only seventy-five feet deep. The purchase of this and other spots in Palestine is a deep laid plan of Russia to get a political foothold in that country.

AN ANCIENT CITY.—Professor Horsford, of Harvard university, in researches made some five years since, discovered the remains of Fort Norembeaga occupied by the Bretons some four hundred years ago. This was also occupied by the Northmen. This fort was located near the junction of Stony brook with the Charles river, and its site is now marked by a monument or tower erected by the American Geographical Society. To the town around this fort the section called Vinland, extending from Rhode Island to the St. Lawrence river, was subject. The country was first seen by Bjarni Herjulfson, 985, A. D. This region was occupied by the Breton French in the 15th, 16th, and 17th centuries. The Charles river was discovered by Lief Erikson, 1,000 A. D.

ARCTIC DISCOVERY.—Next year Dr. Nansen will undertake a journey to the north pole. If he gets into the unknown area far north of the New Siberian islands, he must work out his own salvation or perish. It is quite certain that no government or private enterprise would imperil the lives of scores of men in the forlorn hope of carrying succor to Nansen's handful of followers if they are swallowed up in the unknown realms of the Ice King. All the money Nansen needs has now been provided, and if he lives his little 170-ton vessel will certainly enter Behring sea in June next year. He hopes to take his plunge into the ice north of the New Siberian islands in September, and then the currents will relieve him of all further responsibility as a navigator. He must go where he is taken. The plausibility with which he has urged his theory that the ice drift will carry him across the pole, and the fact that some Arctic experts think his theory is reasonable, explain the important fact that he has induced the government to supply most of the money he needs.

THE LONGEST DAY.—It is quite important, when speaking of the longest day in the year, to say what part of the world we are talking about. The following is the length in different places: Stockholm, Sweden, eighteen and one half hours; Spitzbergen, three and one half months; London, England, and Bremen, Prussia, sixteen and one half hours; Hamburg, Germany, and Dantzic, Prussia, seventeen hours; Wardbury, Norway, May 21 to July 22; St. Petersburg, Russia, and Tobolsk, Siberia, nineteen hours. At Tornea, Finland, June 21 brings a day nearly twenty-two hours long, and Christmas one less than three hours in length. At New York the longest day is about fifteen hours, and at Montreal, Canada, it is sixteen hours.

HATTERAS LIGHTHOUSE.—A contract has been awarded for a lighthouse on the Outer Diamond shoal of Cape Hatteras, the most dangerous point on the Atlantic coast. A caisson will be sunk in twenty-four feet of water, inside of which the work of excavating will be done. As soon as the base of the caisson rests on a good foundation its interior will be filled up solid with concrete. The cylinder on top will also be filled with concrete to the height of thirty-five feet above the water level. When the concrete solidifies it will make a practically monolithic foundation on which to place the lighthouse proper. This base will be surrounded by riprap work of stones weighing not less than two tons each, extending to a distance of 400 feet on all sides of the tower. The lighthouse proper will consist of nine stories, of one room each, and will be made of iron lined with brick.

THE CENTRAL PARK OBELISK.—The obelisk in the park in New York has been reported to be crumbling away, and has lately been examined by a committee of experts. This was one of several that was standing more than 3,000 years ago at Heliopolis, a city situated a few miles north of the present site of Cairo. It was originally cut from the granite rock at the first cataract of the Nile, and thence floated down the river to Heliopolis. About B. C. 535 the Persian Cambyses invaded Egypt, devastating the country with fire and sword. This obelisk is believed to have suffered from fire at that time. It was removed to Alexandria shortly before the Christian era. When it was brought to this country a few years ago the opinion was expressed that it would be damaged by our atmosphere and climate.

CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

SOMETHING IN A COLLEGE EDUCATION.

It is quite apparent that the normal schools in Pennsylvania are passing into the hands of college trained men. It is certainly a fact that the state normal schools in this commonwealth, which are most prosperous, and most aggressive in every good work and advancement, are headed by college principals. The leading normal professors, too, are now college trained men. The best of the normal graduates are now entering our colleges, in order to fit themselves more fully for their chosen calling. In this state, at least, it is beginning to be recognized, that not *methods alone, but mental culture and discipline* of the highest order, are also needed, to enable a teacher to succeed in his calling, just as much as those qualifications are needed in the ministry, the law, or in medicine.

The readers of THE JOURNAL are well acquainted with Brown university, R. I. I give here the record of a single class, the class of 1840, trained in the old "clerical course." At the end of 50 years we find these facts:

"Of the 36 graduates, 17 were known to be living. The class-roll contains the names of men widely known in educational, political, ministerial and business circles. Among the educators are Dr. Boise, formerly of the university of Michigan, then of the university of Chicago, now of the seminary at Morgan Park, author of standard classical text-books; Dr. Dodge, president of Colgate university; Dr. Kendrick, acting president of Vassar college; Dr. Brantley, of the Georgia university; Dr. James, so long connected with the university at Lewisburg, a born and most successful teacher; Dr. Lincoln of the Newton theological institution; Dr. Weston, of Crozer; Hon. Wm. N. Sage, of Rochester, though not himself a teacher, to whom the Rochester university is indebted for its existence and for a large share of its prosperity. In the political world, there have been members of both houses of Congress, United States, and state judges, governors of states, lawyers of eminence in Boston, Providence, and Chicago, besides men of wide and lasting influence for good, such as Dr. Franklin Wilson, of Baltimore, so well-known in that city and state for his life-long beneficence and devotion to all good. In spite of Mr. Carnegie's theory, all the members of the class, not ministers or teachers, have amassed comfortable fortunes."

Look again at the published necrology of the Brown graduates who died during 1882:

"During the year 35 graduates had died and of them 2 were over 80 years of age; 6 were over 80; 14 over 70; and 22 over 60. The average age was 65 years and 3 months, a very high one for any class in any community. Does this show that the training of the college is in opposition to that Wisdom, in whose right hand is 'length of days'? Of these 35, 17 had been ordained as clergymen, 7 were admitted to the bar, and 5 had graduated from the medical schools. In the list is ex-President Champlin, of Colby, whose name calls up nothing but great honor and power for good. There is Dr. Enoch Pond, for fifty years the great pillar at the theological seminary in Bangor, a man whom all delighted to put in any place he chose to accept. There is John D. Pierce, of whom it is said that as much as any other he was the father to the university of Michigan. For twenty years, Ezra Wilkinson was justice of the superior court of Massachusetts, leaving behind him a name without a blot. Solomon Lincoln is described to have been a man whom everybody trusted, one of those who are not only bank presidents and members of the general court but guardians of orphans, trustees for widows, and what we call 'useful citizens.' Richard Metcalf, a Unitarian pastor, was greatly beloved; and the Rev. Dr. Thompson spent his 49 years of service with only two churches. A. N. Holly, the inventor and engineer, appears in the list, together with the hero who served his country for 51 years in the army, lost a hand at Cerro Gordo, wrote a poem which went to everybody's heart, and died, honored and respected by all who knew him. All through the record you can find encomiums of the heartiest character."

The colleges will be found to be worthy of the high estimate in which they have been held. G. G. GROFF.
Bucknell University.

IN THE JOURNAL of July 19, you refer to the grading of licenses for teachers in Indiana. There are two sets of questions in this state—one designed especially for the primary teacher, the other for the teacher of mixed grades. The teacher of mixed grades (which most of them are) has to pass in orthography, reading, writing, arithmetic, geography, English grammar, physiology, U. S. history, theory and practice of teaching, and a literary review. These give his "average scholarship." His "success" helps to determine the "general average." For example, a teacher is given 80 per cent. "average scholarship" and the county superintendent thinks his success in the school-room is worth 90 per cent.; he gets a "general average" of 85 per cent. A teacher is paid in accordance with his "general average." A six month's license is only a "trial" license and can not be re-issued. The applicant must make the next grade or step out of the ranks. Besides, his wages on a trial license is \$1.50 per day. With a "general average" of from 80 per cent. to 90 per cent. the wages *per day* is determined by multiplying the general average by 2 1/4; from 90 per cent. to 95 per cent. by 2 1/2, and above 95 per cent. secures \$2.50 per day. This rule was used in the

county in which I taught and something similar to it is used very generally.

Rising Sun.

A. W. M.

I saw something in the papers lately about a search light to be used on steamboats. Will you describe it?

A. B.

One is to be used on the steamer Connecticut of the Providence and Stonington line. It is located on top of the pilot house, and is played on any quarter desired by the pilot within. At his will he can throw the powerful light toward the sky or water, and all by the means of a little wheel with a switch. On a very dark night objects at a distance of two miles away can be seen quite plainly. When fog is dense, the light is thrown a distance of half a mile. In the pilot house there are four switches controlling the current that runs to the search light and the fog horn, and by means of these switches the pilot can start the search light so that it will flash at regular intervals automatically; or it may be made to burn steadily; or it may be made to flash automatically at the instant the fog horn begins to bellow, and cease to flash when the bellow ceases; or the horn may automatically bellow alternately with the flash of the light; or the flashing and bellowing may be done alternately or simultaneously by hand. No such use of electricity was ever made before.

In the sentence, "Should a woman be educated as high as a man?" is the clause, "as high as a man," correct? What does it modify?

Windsor, N. C.

P. W. M.

It is grammatically correct; it would be better rhetorically to say "as extensively." There are two sentences; "woman should be educated" (as) "a man (is educated)"; as high modifies predicate of first sentence.

In a recent number of THE JOURNAL I noticed questions on pedagogy. Will you tell me what authors one should study in order to answer these questions satisfactorily?

Carrollton, Wash.

F. E. A.

We thank you for asking about the questions—it encourages us. The answers are to be found in educational books—Payne, Currie, Compayre, Sully, etc. The true way for you is to pursue a course in pedagogy. Start a wave of progress in Washington—it will surely reach there soon, and then will come the inquiry, "How can I understand unless some one can guide me?" a question asked 2,000 years ago. You will be able to guide many an inquiring teacher, and such there will be. This movement is not going to subside.

You ask for a game of some kind for use in the school I proposed to my pupils to write a sentence containing all the letters of the alphabet. Here is one that came in:

"J. G. Brivet: Will you quickly hand me six of your pills?" It contains forty-two letters.

R. L. S.

Shall I keep pupils after school?

B.

Supt. George Howland, of Chicago, says: "Keeping after school fails, and must fail, to promote good conduct, to secure well-prepared lessons, to incite ambition, to awaken exertion, or encourage good attendance. The results are evil and only evil continually."

We believe most teachers will agree with him. Let pupils stay who ask for the privilege—that is, the good and the studious; don't let the bad ones stay.

What special directions should be given to a left-handed pupil who is just beginning to learn to write—in regard to holding the pen, etc.?

C. D. K.

He should learn to use his right hand. The writer grew up left-handed, but believes that he could have learned to use his right hand, at least in writing, if his teacher had taken the right course with him. The many one-armed soldiers who write with their left hands prove how far the habits that have become second nature can be changed, even after the person has reached mature life. Left handed people by learning to use the right hand, might become ambidextrous, a very valuable accomplishment in many arts and occupations.

If the editor will permit me, I will say to those who have not tried TREASURE-TROVE in the school-room, they have no idea what a service it will be in arousing an interest in school work. It has really "made" two boys of my school.

Barnack.

EDNA I. DEAN.

The special point in TREASURE-TROVE is that it makes to set the boys and girls to doing something. It proposes they shall read and act.

1. Is Philip Gilbert Hamerton a painter as well as writer?
2. Where can I obtain his "Thoughts About Art" and the "Unknown River"?
3. What works on psychology in English, are authorities on the subject, the statements of the author being the result of his own investigation?

F. E. STINSON.

1. Yes.

2. Roberts Bros., Boston, Mass., publish his works.

3. We know of none. "Perez's First Three Years of Childhood" comes the nearest to the mark you set up.

Ohio Teachers' Association.

The forty-fourth annual meeting of the Ohio Teachers' Association was held at Lakeside, July 1, 2, and 3, 1890.

Dr. W. S. Eversole, of Wooster, read his address to the superintendents. He said:

"The superintendent should be a person of the best natural abilities, and these should be cultivated and strengthened by constant reading and study. His scholarship should be broad and deep, that he may discern the bearings, both special and general, of any subject of study in the school curriculum. The history of educational movements and theories should be thoroughly known that their points of excellence may be adopted and their errors avoided; that from the experience of the past, maxims may be deduced for guidance in the present. With a thorough knowledge of psychology as a basis, he should master the underlying principles of education."

Supt. C. L. Van Cleve, of Troy, said:

"If I were choosing a superintendent I would choose a man of affairs rather than a man who is a profound student. I am not myself very much in sympathy with the metaphysical type of superintendent."

Alston Ellis, of Hamilton, said:

"The best way to insure the unpopularity of a superintendent would be to fasten upon him all the responsibility in the matter of appointment of teachers. For his sake, as well as the schools, it is well that the responsibility should be divided."

Prin. L. W. Sheppard said:

"Something should be said in regard to the duty of the teacher who has once accepted a position standing by his agreement with the board. If a teacher is elected to a position here in Ohio, and ten days afterward secures a better appointment, how lightly he drops that first position. When a teacher has once made an engagement, he should not lightly break it, but hold it sacred."

Supt. W. T. Jackson, of Fostoria, read a paper on "Use and Abuse of Methods." He said:

"Some people are greatly afraid of aims and ideals—afraid that they will be too lofty and theoretical. It would be wiser to fear the severely practical, which always, unless constantly reinforced by the ideal, tends to gravitate to mechanical plodding and lifeless routine, blind to all relations and principles, and constantly approaching the dead level of a machine."

Dr. C. W. Bennett said:

"Sometimes we hear teachers talk about having fifteen, or twenty, or twenty-five years of experience. That doesn't mean very much unless it is right experience. A man may have traveled a wrong road for twenty years, and the further he has traveled, the more he has gone astray. Neither do I believe that practice will necessarily make a man a better teacher. Practice alone will enable one to do the work more easily because he has done it often, but not necessarily to do it better."

D. J. Snyder, of Reynoldsburg, said:

"The psychology is right, but when it is wholly taken from the books it is a mistake; but when psychology is gotten out of the mind and heart of the boy you instruct and educate him."

"The greatest institution in the world is the boy, and the greatest teacher in the world is the teacher who discovers the boy, and gets nearest to his future and to the future of his country."

J. W. Zeller, of Findlay, said:

"A man does not become a successful teacher by the same process that a man becomes a good swimmer, by practice. I say that these analogies are dangerous. What the teacher wants is guiding principle. Every method has a principle underlying it, and that principle is found in psychology; and I do not think we can discuss the subject of psychology too much. Without a knowledge of guiding principles, the teacher will go astray, whatever his scholarship may be."

F. Treudley, of Youngstown, read a paper, on "Truancy and the Truant Law."

"As a teacher I think I may say that truancy is not to be accounted for only from lack of suitable home surroundings and home care. Too often it springs from the adverse influence of the school; in other words, from the evil influence of the teacher. More and more I am coming to discount books, furniture, etc., and to exalt personal force—life. And in thinking of that life, while I do not for a moment detract from the value of intellect, well-trained, keen, clear,—or underestimate it by so much as a very little, I tend to exalt the value of a quiet, yet forceful will,—that element which makes strong human personality tempered and directed in its operations by spiritual insight into the nature of the child, and operating in an atmosphere of profound sympathy and love. Truancy, as well as other bad conduct, is often made chronic by the treatment it receives. The teacher allows himself to become antagonized by the child."

Professor Wilbert White, of Xenia, read a paper on "Memory Training."

"The perfect memory is that which combines good impressionability with good retentive power. Many are able in a very short time to memorize a poem so as to give it with perfect accuracy. Ask these persons a week later to recite what they memorized, and they will be able to give you scarcely a word. Such is the result of good impressionability, but of poor retentive power."

"On the other hand, there are those who work hard and long at the lessons, with the result that they will not easily forget them. It matters not whether a week, or a month, or a year intervene, such persons will be able to reproduce with accuracy. Here is good retentiveness, but poor impressionability. This is the chisel on the flinty rock which will remain. The workman needs to spend much of his time in repairing his tools, but the work lasts. By proper exercise both impressionability and retentive power may be greatly developed."

GENERAL ASSOCIATION.

Supt. L. W. Day, of Cleveland, delivered his inaugural address, "Fifty Years of Educational Progress."

"The true principles of education do not change. They are as immutable as the foundations of right and wrong; but the methods by which these principles are applied do change. They must of necessity vary with time and circumstances. It is to work of this character, then, that we must look chiefly for whatever of real progress has been made within our limit of specified time."

Mrs. Frances W. Leiter, of Mansfield, gave an address on "Scientific Temperance Instruction in the Public Schools."

"One of the greatest questions that faces the American people to-day is the drink problem. In order to settle it satisfactorily, we must secure total abstinence on the part of the individual. We want abstinence not because it is forced upon us, but abstinence that is the result of intelligent conviction. If we fail in securing conscientious abstinence on the part of the individual, all other methods must fail."

Miss Anna Neill Gilmore said:

"In our instruction I believe most lasting impressions are made by pictures, showing the disgusting effects of drunkenness. Who having once seen Yaggy's charts can forget the hobbled liver, the ulcerated stomach, the fatty degeneration of liver and heart? The effect of a picture on the vivid imagination of a child can scarcely be estimated. A mother was heart-broken because her three sons had, one after another, run off to sea. A friend, wondering at their love for the ocean, their home being remote from it, sought for an explanation; he found in the nursery the picture of a beautiful ship, and the boys afterward admitted that their first love for the sea came from that picture. It hung where they could see it in the morning, and many an imaginary trip had they taken on it, as they lay discussing nautical questions. Next to the influence of pictures is that of anecdote or short story, illustrating the beauty of temperance; temperance not in the narrow sense of abstaining from alcohol, but in the apostolic sense, 'Be temperate in all things'; therefore, I do not believe this instruction can be successfully given by a woman who chews her quid of chewing gum while uttering grand and beautiful words, nor by the man whose moustache is colored with the unmistakable tinge of tobacco juice."

F. S. Fuson, of Dennison, said:

"We cannot afford to use narcotics. Any one accustomed to the use of tobacco will smoke at least three cigars a day, and this in a year amounts to \$54.75. Or suppose a man drinks five glasses of beer a day, in a year he will have spent \$90.00. And this money that a man thus uses to his own injury belongs not to himself alone, but to those whom it is his duty to support. So this phase of the question is one to be regarded."

Miss Frances E. Baker, of London, read a paper on "Value of a Library in Connection with School Work."

"After all, biographies are the best kind of reading for the boys and girls, but an occasional volume of fiction, if of the right kind and assigned to the right person, can do no harm, and may do much good. To a young lady of seventeen in last year's senior class was given Hugo's 'Les Misérables.' Her lucid and interesting account of it was a surprise. She retained the good points and gave them to her listeners, and threw away the bad."

Chas. P. Lynch said:

"Boards of education may appropriate a certain sum of money each year for the purchase of books. But energetic superintendents and principals can do much to supplement this work. Mr. Treudley, of Youngstown, tells me that by means of festivals, concerts, and entertainments of various kinds, the different grades in his school raise from \$100 to \$250 at a time. What Youngstown and other cities have done, any city can do."

J. C. Hartzler, of Newark, read a paper on "What can be Done to Elevate the Profession of Teaching?"

"The school laws of Ohio require the teacher to instruct those in his charge respecting the injurious effects of alcoholic stimulants and narcotics. The teacher cannot therefore afford to use these if he would be consistent in the estimation of his pupils. It is of doubtful propriety that the teacher should clandestinely tarry under the rear arbor at dusk of evening, with his favorite Havana, lighted at one end, while he, not unlike the infant bovine, is engaged at the other, and on the following morning talk eloquently to the boys on the injurious effects of cigarette smoking. He should be consistent even in his own judgment."

Hampton Bennett, of Franklin, said:

"I have found teachers who could not interpret the lessons they had been teaching. One young man was asked the author of that little extract from Charles Lamb, 'Dissertation on Roast Pig.' When he answered that Ben Hur was the author I was somewhat surprised. At a subsequent examination we had a piece entitled, 'The Righteous never Forsaken.' The Golden Rule is substantially incorporated in it. I asked a young man if he had ever seen that before. He said he thought he had, and that T. W. Harvey was the author of it; as he had seen it in his Harvey's grammar."

U. T. Curran said:

"While I have been a member of this association, one generation after another of lady teachers has passed by, and there are new faces almost every year. Rarely do we see a lady attend this association for more than four or five years. Here and there is one stranded that stays. Now these ladies pass away, and they make this profession a passing one. There are more of them than of all the rest of us put together, and they overshadow us. These young men before me, who are making these speeches, in ten years from now will be gone, almost every one of them, into some other profession. The leaders of the profession must be so thoroughly endowed with a love of teaching that they cannot make a living at anything else. They must become so thoroughly school men, that they will stay schoolmasters because they cannot get out."

W. H. Clark said:

"I notice one melancholy thing in this association, and that is that you discuss the negative side of so many of these questions. We spend so much time in kicking the devil that we do not get along very fast, and that process of kicking the devil is not one in which action and reaction are equal."

L. D. Bonebrake said:

"I have seen pupils in our schools who could get up and talk for fifteen minutes on a book which they had read, displaying more intelligent thought than many of the fifteen minute speeches I have heard in this association. Teachers, follow this line a little. It is not exactly in the beaten track of literature teaching, but it is in the line of general reading, and that is what makes pupils intelligent and thoughtful."

Sebastian Thomas said:

"There is no language in my vocabulary with which I can express my contempt for the class of time-servers who creep into this profession and keep out worthy young men and young women whose hearts are in the work. The only way that I know of to keep these people out of our schools is to change our system of examinations. It seems to me there ought to be some central authority and a uniform, recognized standard of admission to our teaching profession. Not long ago, a lady applied to me for a school, and by way of recommendation said she had taught sixteen years in the country. I would rather have one of my high-school graduates without experience than one who has been sixteen years in the process of fossilization."

Miss Margaret Burns, of Dayton, read a paper on "Reading in Grammar Grades."

"With all due respect to our excellent readers—literary repositories that they are—I must say that, generally speaking, those in the upper grades are entirely too classical for the children using them. They are not to be depreciated; we could not compile any better ones ourselves, but somehow they don't fit the children."

J. C. Hanna, of Columbus, read a paper on "Rigid or Loose Government."

"How absurd it seems that the teacher should go blindly and learn by bitter experience, and then but half learn what he might learn so easily, in many cases, from the excellent books that are ready at his hand! Why, even in that most empiric of all sciences, medicine, the novice doesn't learn anatomy by cutting up living bodies, nor learn laws of hygiene, chemistry, or the common use of drugs, by smothering people, blowing them up, or poisoning them."

"How utterly preposterous it is that a man or woman should begin and continue for years in a profession, who knows nothing but the names, and hardly those, of the great lights that have illuminated the progress of science in past generations,—to whom Plato, Ascham, Rousseau, Pestalozzi, Jacotot, Froebel, Richter, Herbert, Arnold, Spencer, Payne, Mann, are but a dreary list of names."

Samuel Findley said:

"Schools are more easily governed to-day than they were twenty-five or thirty years ago. There is more prompt obedience with far less friction. There is a higher moral tone in the schools, far more of the element of self-control, than there was even twenty-five years ago."

T. H. Sonnedeker, of Tiffin, read a paper on "Reverence and Respect for Law and Authority."

"Another great help to the attainment of respect and reverence for law and authority is the teacher himself. His school will be just what he is, and just what he makes of it. His conduct and firmness, his honesty and integrity will be thoroughly scanned and weighed by the pupil."

TENNESSEE STATE TEACHERS' ASSOCIATION.

The twenty-sixth annual meeting was held at Memphis, July 2 and 3. Prof. W. S. Jones presided.

Prof. Charles W. Kent, of the University of Tennessee, presented the "Value of a Liberal Education."

"No matter what sphere of life a man operates in, a superstructure reared upon a broad foundation is preferable to one built upon a narrow one. The judgment of a man educated only in one line of thinking is not reliable even in that line."

Prof. George D. Holmes, chairman of the executive committee:

Whereas: There are certain questions vital to our section of country in regard to our educational interests that can be discussed more freely and profitably in a Southern association, therefore be it

Resolved: 1. That the State Teachers' Association favors such an organization and cordially approves of the same, provided there is nothing in its aims and purposes to antagonize or interfere with the National Educational Association.

2. That we suggest that the meetings of the Southern Educational Association for above reasons be held during the winter and in some of the Southern cities.

Miss Mollie Pierce, of Dyersburg, read a paper upon "The tenure, rank, and pay of primary teachers."

"Friends and co-workers in the grand and noble cause of the New Education: I feel my inability to treat the subject justly. Should I speak too strongly of primary work, or laud too highly the efforts of those laboring conscientiously to bring out effectually the 'deep meaning which is said to lie in childish play,' you may simply know that I am one who loves her work and feels with proper assurance that no office should be regarded with greater respect."

"We admit that the profession has in previous years been abused. Other than professional talent has not only aspired to but entered the field, thereby weakening the cause and damaging the mind of the child. Only a true teacher can be worthy of this great trust or impending duty which she would assume. She

realizes the ultimate importance of understanding her profession, and shows that the success or failure of work, or a part of the school system, must rest with her. Any such erroneous idea as that primary work is only an A B C class, or only that which could be done by a teacher of ordinary ability, has long since passed away. Here the best talent is needed, and until it can be secured the best results cannot so much as be hoped for. A professional teacher chooses the work for life and is whole-hearted, begetting success because he does not regard the work as a stepping stone to something else."

"I favor a four years' tenure, subject to re-election if desirable, and the teacher should be paid a sum equal to, if not greater, than any other class of teachers."

Prof. Baskerville, of Vanderbilt university, read a paper upon "The Relation of Schools and Colleges."

"Where secondary education begins is well enough known; but where it should end is the question. There is therefore a chasm between primary and collegiate instruction which has been bridged only here and there at rare intervals by our educational engineers."

"The secondary school and the college have distinctly different ends in view. In the former the government should be paternal, and character for life should be formed. This is almost impossible if boys are brought into daily association with young men as they are in preparatory departments of colleges. They become not manly, but mannish. On the other hand, if admitted to college when immature in mind and in morals they fall by the wayside, and the fowls of irresolution, indecision, intemperance, and despair pluck them up and devour them."

Prof. W. D. Mooney, of Franklin, read a paper on "What Requirements Should be Embraced in the Standard for Entrance to College?"

"Preparation for entrance into one means graduation from another. In Latin the student should read at least four books of Caesar's Gallic War, four of Cicero's Orations, and four books of Virgil's *Æneid*. This is the minimum. In Greek he should read four books of the *Anabasis* and two of the *Iliad*. In mathematics the student should be 'up' on algebra, through quadratics and the binomial theorem, while he should have completed geometry, plain, solid, and spherical. In German and in science there should be one year of careful preparation."

Prof. Robert Bingham, of Bingham, N. C., presented "Should Colleges Maintain Preparatory Departments?"

"If we contrast American with Oriental institutions, we shall find few full-fledged colleges in this country. We have plenty of so-called colleges with 'prep.' school tacked to them. Again the practice of sending boys to inferior sectarian schools in preference to well equipped state institutions is one to be deplored."

Prof. Crockett, of Union City, presented "The Relation of the Public High School to the College."

The secretary read the telegrams that came from St. Paul containing warmest greetings.

An exhibit of manual training at the meeting of the association was made by the students in the engineering department of Vanderbilt university, at Nashville. It consisted of exercises in carpentry, joinery, turning in wood, pattern making, foundry work, forging, tempering, welding, etc., in the blacksmith shop and a number of exercises in machine-shop work.

These exercises begin with the simplest things, such as planing, turning a cylinder in metal and the like, and progress to more difficult exercises. In wood work there are shown a number of cups and vases, fancy turning, cabinets with shelves, foot-stool, roof trusses, etc. In forge work there are tongs, hammers, fullers, hardies, clevis, etc., making a full set of blacksmith's tools. In machine-shop work a wood-turning lathe is shown similar to the one on which the wood-turning shown was done.

OREGON STATE TEACHERS ASSOCIATION.

The eighteenth session of this association was held in Salem. W. A. Wetzel presided. These subjects were discussed: "County Normal Schools," "Renowned Libraries," "Excessive Aid in Teaching," "Compulsory Education," "Shyness," "Mistakes in Management," "The Concrete in Teaching," "Value of Educational Literature," "Rational Methods in Intellectual Arithmetic," and "White Lies."

Supt. Smith, of Washington Co., thought the reason the county training schools had not been successful was because the teachers were not paid enough to encourage them to go. Supt. Yoder, of Marion Co., said these schools were ridding the country of poor teachers. Raise the qualifications, gentlemen, and the poor teachers will disappear.

Prof. Arnold is reported as saying that he "does not want hash three times a day, nor more than seven times a week." We entirely coincide with him. Did any one take the affirmative?

The same paper speaks of the teachers as "Willow-wielders." Why not "Lesson hearers," "Arithmetic drillers," "Question askers"? That reporter is behind the age.

On the whole, there was an appearance of solidity in the discussion. In many associations there is an utter waste of time.

EDUCATIONAL NOTES.

THE INTERSTATE SUMMER SCHOOL.

A session of this school in charge of Prof. Alex. E. Frye was held in Columbus, O. Among the number of teachers in attendance were several from Kentucky, Tennessee, and Missouri. Prof. Frye lectured on geography, and fully illustrated his lectures by colored charts and raised maps of all the continents, with directions to teachers as to how to make such maps. He showed how to study a school district, and how to model the continents. He said that in an excursion to the country a teacher could teach more geography than in one year in the school-room.

Miss Mary Spear, of West Chester, Pa., delivered two lectures daily on primary work. These were practical, clear, and concise, showing how the kindergarten principles can be applied to primary work; object study—its use and abuse; first years in language and first day with the little ones in school.

Dr. J. P. Gordy, of the University of Athens, Ohio, delivered lectures daily on history and psychology. The lectures on history were especially interesting and instructive; his subjects were Thos. Jefferson, John C. Calhoun, Henry Clay, and Alexander Hamilton.

Superintendent I. T. Hall, of Leominster, Mass., discussed language, pointing out two lines of work, to train the faculty of expression, and learn the signs of thought. Every lesson should be a language lesson. Discover how many new words the class know that they didn't know a month ago. Let them become self-learners. The best teacher is the one who makes himself useless to the pupil.

Dr. Balliet in his lectures on psychology said that it is only necessary to manage a child's train of thoughts and its emotions will manage themselves. He doubted the advisability of asking the school at the close of the day as to their deportment, putting them on their honor for a truthful report, reasoning that if a pupil has the weakness to commit a misdemeanor, he will not have strength to admit it when he thinks there is no possible means of the teacher finding him out. To a certain extent this encouraged dishonesty!

Referring to the necessity of teachers keeping abreast with the times, he told of a guideboard on the outskirts of Philadelphia that years ago read, "To Philadelphia, one mile;" to-day the guideboard still stands, with the same inscription. It now lies, because it has stood still. The teacher must study to become familiar with things; he must be an investigator. The instruction made a deep impression. GEORGIA HOPLEY.

THE Oswego, N. Y., normal school makes a new departure this year. Pres. E. A. Sheldon says: "Being convinced that more can be done for the schools of this state by devoting the time, money, and energy, now given to Latin and German in our school, to a more critical and extended study of English and science, the decision has been reached to drop them. Graduates who appear to possess marked ability will be invited to take an advanced special course. First term, physics, twenty weeks; history, twenty weeks; drawing, ten weeks; zoology, ten weeks. Teaching daily, under criticism, in higher English and science subjects, two periods of fifty minutes each, throughout the term. Second term, chemistry, twenty weeks; psychology, in its relations to pedagogy, twenty weeks; critical study of English, ten weeks; geology, 10 weeks. Teaching daily, under criticism, higher English and science subjects, two periods of fifty minutes each, throughout the term.

No special diploma will be granted, but a certificate will be given, signed by all the members of the faculty, indicating the superior attainments and qualifications of the holder for teaching higher English and science in the academic and high schools of the state.

Graduates who show marked talent for primary and kindergarten work will be invited, by a vote of the faculty, to take an additional year in special training for kindergarten and primary teachers. At the end of this course diplomas will be granted, indicating fitness to take charge of kindergartens; and, in addition, certificates of special qualifications for primary work will be given, signed by all the members of the faculty.

The demand for teachers to do training work in normal and training schools is already quite beyond the supply of those who are properly qualified for it, and is rapidly growing more and more urgent. To meet this demand a special course of training has been decided upon. It will cover five months, and include the lectures in psychology and pedagogy, and in kindergarten

principles and methods, observation of the work in the kindergarten, attendance upon the criticisms of the critics in all the departments of the training work, the making out of criticisms on the work in the different departments of the school of practice, actual teaching under criticism, and the making out of programs for the different grades of schools."

This will be of interest to graduates of "Old Oswego."

THE examinations for state certificates for 1890 will be held at Albany, Binghamton, Brooklyn, Buffalo, Elmira, Geneva, Newburgh, New York, Gouverneur, Ogdensburg, Oneonta, Rochester, Salamanca, Saratoga, Syracuse, Utica, Watertown, August 25, 26, 27, 28, 29.

The subjects for examination will be: Group I.—Algebra, arithmetic, American history, geography, grammar and analysis, orthography, penmanship, physiology and hygiene. Group II.—Astronomy, bookkeeping, botany, chemistry, civil government and school law, composition and rhetoric, drawing (linear and perspective), general history, general literature, geology, methods and school economy, plane geometry, physics, zoology. Latin through the first three books of Caesar's Commentaries, or the ability to read at sight French or German, written in a plain style, will be accepted in place of zoology or astronomy.

Seventy-five per cent. is required in each of the subjects of Group I, and an average standing of at least seventy-five per cent. in the subjects of Group II; no paper less than fifty per cent. will be considered in this average.

All candidates who attain the required percentage in five or more of the designated subjects in addition to orthography and penmanship, will receive a certificate to this effect; the remaining subjects can be taken up at a subsequent examination not later than the second year thereafter. This gives to candidates opportunity for three distinct yearly trials.

The examinations will be open to candidates residing in any part of the state, and to such residents of other states, as shall declare it to be their intention to teach in this state.

THE fourteenth annual session of the Southeastern Missouri teachers' association, convened at Bonne Terre, July 16, 17, and 18, with an attendance of 110 teachers. Prominent educators from different parts of the state were present. Ten papers were read and discussed, excellent addresses were made at the evening meetings, and an entertainment, "Ye Old Destrict Skule," was given for the benefit of the Bonne Terre public school library. The publications of E. L. Kellogg & Co., were exhibited, and attracted special attention. The total value of prizes offered for best display of school work was \$180. The committee awarding prizes was composed of teachers. We were greatly pleased by the invitation of the St. Joe Lead Co., to visit the mines; we saw very plainly what eastern capital and enterprise can make out of the hills in Southeastern Missouri.

EMMA BOSWELL.

THE thirteenth annual session of the Martha's Vineyard summer institute, Cottage City, Mass., bids fair to be the most prosperous in the history of the school. The institute buildings have been improved, the cafe enlarged, and a new dormitory constructed. About four hundred members are already enrolled, more than two-thirds of whom are taking the methods department. They come largely from New England, but the Canadian provinces and many of our states and territories send representatives. Before the close of the session the number will probably reach five hundred.

MRS. ANNA SNEED CAIRNS owned the female seminary in the Kirkwood suburb of St. Louis, and became involved in litigation with the town board over a drain pipe, in which she was beaten. Then she determined to sell the seminary for a negro normal training school. Henry Bridgewater, a wealthy St. Louis negro, represents the purchasers, and paid \$32,000 for the premises. The most fashionable residences in Kirkwood are clustered around the seminary, and much indignation was expressed at this. But why should there be? A negro normal training school will not depreciate their property. Some "fashionable" people would not object to a club house where training in gambling and whiskey drinking would be carried on. A curious person that Mrs. Cairns. Even the wrath of women helps education along.

The "Agassiz Association" has done a great work in stirring up the boys to study nature, but Mr. E. E. Fish,

an ornithologist of Buffalo, New York, in his book on birds, claims that:

"The egg-collecting craze affected boys alike in cities, villages, and rural districts. The country was scoured far and near for nests and eggs. Lawns, hedges, orchards, fields, and highways were mercilessly ransacked, and every nest, common or rare, despoiled. Within the last few years millions of eggs have thus been destroyed, and little scientific knowledge gained by this manner of study. Not one egg in a thousand was preserved two months; not many of them that number of days. These eggs were to them as so many marbles, or other toys, trophies valuable only as objects of barter, but the effects on the bird population were none the less injurious. Many people claiming to be engaged in the investigation of science, go forth maiming and killing their thousands of the commonest birds, those that every intelligent school-boy knows. What new facts will these people ever give in return for this license? Our birds have all been identified and described, and a further persecution of them in that direction is selfishly barbarous, and ought not longer to be tolerated."

In the school-room as in the office or the work-shop there must be order or a great deal of precious time will be wasted. The teacher should make out a program for each day and follow it, as a rule. More and better work can be done if one grows accustomed to doing a certain thing at a certain time. When the teacher is heard to ask if such and such classes are prepared to recite, it shows that in that school there is a lack of orderly arrangement that will detract very much from its success.

THE SCHOOL JOURNAL is sent until notice is received that it is not to be sent. If we published the *Police Gazette* we would do differently. The *Christian Patriot* says: "Some papers discontinue on expiration of subscriptions, and some continue until orders are received to discontinue. If a classification is made, it will be found that those papers that appeal mainly to the lower tastes of their readers, to their love of news (daily papers), their love of excitement (story papers), or their love of beauty (literary and art journals), generally do not trust their readers; while those that appeal mainly to their higher instincts, to their love of home (country weeklies), or their love for God (religious papers), do trust their subscribers. There is no inflexible rule, but the general custom is as stated."

There are a good many who wish to reach the teachers and school officers, and they try two ways: 1. By circulars. 2. By advertising. Now which is better? To answer this no concern need to "try it on." There are men who spend for this purpose, from \$10,000 to \$50,000 per year; listen to them:

"Newspaper advertising pays better than any other medium."—*Swift Specific*.

"Newspaper advertising is the only kind that does pay."—*Ladies' Home Journal*.

"Papers in the end are the best paying medium."—I. S. Johnson & Co.

"Newspaper advertising towers 'way above any other means."—*Estey Organ Co.*

THE Utah university, at Ogden, begins its existence under favorable auspices. The corner stone that was recently laid, contained communications from many noted men, among which was a cablegram from Gladstone as follows: "Heartily desiring success of this noble effort and purpose to deliver fellow-creatures and fellow-countrymen from a deplorable delusion." The faculty will be the best obtainable in America and Europe.

THE Catholic Total Abstinence Union at its meeting in Pittsburg passed a resolution in favor of printing, in parochial school books, lessons showing the evil effects of alcoholic liquors. This will be gratifying to temperance reformers of all shades of opinion. All agree that one of the most effectual means of staying the evils of intemperance is the proper instruction of the young on the subject.

THE people of Pearsall's, L. I., petitioned the school trustees some time ago not to re-engage the last year's teachers, but they were all hired for another year. An indignation meeting was then held ordering the trustees to dismiss the teachers engaged, and employ a full set of normal school graduates. The disaffected people say the last year's teachers are unable to maintain discipline.

SUPT. A. B. BLODGETT, of Syracuse, is the author of the paper on the "Closer Articulation of the University and the School," read at the state teachers' association. One would infer from the report in THE JOURNAL of July 19 that Pres. Webster wrote it.

TEACHERS who want a cement to stick labels on rocks or unite pieces of rocks, will find this one given by Prof. Alexander Winchell an excellent one: Take 2 ounces of clear gum arabic, 1-2 ounces of fine starch, a half ounce of white sugar. Pulverize the gum arabic and dissolve it in as much water as the laundress would use for the quantity of the starch indicated. Dissolve the starch and sugar in the gum solution. Then cook the mixture in a vessel suspended in boiling water until the starch becomes clear. The cement should be as thick as tar and kept so. It can be kept from spoiling by dropping in a lump of gum camphor or a little oil of cloves or sassafras.

This is said in my paper *The Southwestern Journal of Education*, by John McLeod: "Every teacher should have a copy of Seeley's Grube's Method in Arithmetic;" and so I send to you for it. I want more light. I enclose \$1.00.

Atlanta.

R. PENDER.

We are told that it is proposed to utilize cocaine for the bites of mosquitoes. An addition of two per cent. of cocaine is made to the ordinary cocoa butter pencils. This applied to the irritated spot gives quick relief. What next?

SOME months since we sent out to advertisers No. 1 of a series of "Eminent Educator" circulars. No. 2 of the series is ready.

THE "annual catalogue number" of THE SCHOOL JOURNAL has attracted marked attention. It is becoming plain to leading advertisers that THE SCHOOL JOURNAL and THE TEACHERS' INSTITUTE command the important educational field. Years of work entitle them to the high rank they hold.

NEW YORK CITY.

SUPERINTENDENT DRAPER, recently gave his decision on an appeal from the decision of Supt. Jasper, of New York. Francis J. McBarron was during the last year a student in the College of the City of New York, and attempted to enter the last annual examination of candidates for state scholarships at Cornell university, but was not permitted to do so by Superintendent Jasper, on the ground that students in the College of the City of New York are ineligible to such scholarships. He appealed to state Supt. Draper, who upheld Supt. Jasper. He says:

"The statute provides that 'none but pupils of at least sixteen years of age, and of six months' standing in the common schools or academies of the state during the year immediately preceding the examination, shall be eligible,' to the state scholarships.

"The College of the City of New York is certainly not a common school, and I am confident that it is not an academy. It seems to have the plan of organization, the extended course, and the general authority of a college. I cannot believe that it was the purpose or intent of the legislature to open the state scholarships at Cornell university to the students of such an institution."

THE Legal Education Society has sent out a circular asking for contributions of money to maintain a course of law for women in the University of the City of New York. They intend to engage Emily Kempin, LL.D. (the first woman graduate of the law school of the University of Zurich) as instructor. She is now in Europe, and is expected to return in September. They wish to give her a salary of \$1,000. Mrs. Abram S. Hewitt has headed the list of contributors with \$100, and other ladies have subscribed. Thirty-five applications were made for admission to a class when the idea was first suggested.

ANYONE who observes the walk of young women in the New York streets will say they have adopted a new style of walking—their chests thrown out as far as possible, without any throwing back of the shoulders, however, and a certain indescribable spring in their gait. The meaning of this is that it represents a small part of the new system of physical grace taught by Mrs. Russell and others. It goes under the name of the "Delsarte" method. It has attracted the attention of teachers in schools, and we may look for much more grace in the coming generation.

THE examination for state certificates in this city will be held Aug. 25, 26, 27, 28, and 29, at the College for the Training of Teachers, No. 9 University Place.

Scrofula, boils, pimples, and all humors are cured by Hood's Sarsaparilla. Give it a trial now.

BOOK DEPARTMENT.

NEW BOOKS.

METHODS OF TEACHING PATRIOTISM IN THE PUBLIC SCHOOLS. Extract from an address before the teachers of the Children's Aid society of the city of New York, by Col. Geo. T. Balch, June 28, 1889. New York: D. Van Nostrand Co., 23 Murray street.

The publication of this book is one of the indications of a strong movement to broaden and deepen the sentiment of patriotism among the people. There are signs in all sections of the country that the movement is extending, in spite of the efforts of designing persons to reopen old sores. All attempts to increase the pride of Americans in their country are welcome. Especially welcome are practical hints for the teaching of patriotism in the schools. It is true, as the author says, that "we have failed in the past, and are too generally failing to-day, to familiarize the rising generation with those great political and moral axioms and principles upon which this government was founded." He seeks to point out a practical plan by which this defect can be remedied. He calls attention to the influence of immigration and crime on the social, moral, and political character of our population; traces to their source in the social condition of the masses, in the countries furnishing the great body of this immigration, the causes that help to swell the records of crime; and indicates one of the lines on which the force of education must work. The author divides the subject of patriotic education into three separate heads: (1) Its Necessity; (2) Its Philosophy; (3) The Methods of Teaching it. In this volume under the head of "Methods of Teaching Patriotism" he treats of "Emotional Patriotism," "The Badge of Citizenship," "The Scholar's Flag," "The Class Flag," "The School Flag," and "The Signal Flag." These subjects only partially indicate the ground covered. For instance, under "The Badge of Citizenship" is given the official history of the great seal of the United States; description of the badge for pupils, teachers, and principals, etc. Under "The School Flag" he tells how the flag is to be used, names the qualifications of the school standard-bearer, shows how to form a school color-guard, etc. The author intends to treat later on the other topics named above, under the head of "Intellectual Patriotism." In the meantime the teachers can become familiar enough with the plan outlined in this work to put it in practice in the schools during the fall term. If judiciously carried out we think it cannot fail to produce good results.

THE DIRECTIONAL CALCULUS, based upon the methods of Hermann Grassmann. By E. W. Hyde, professor of mathematics in the University of Cincinnati. Boston: Ginn & Co. 247 pp. Mailing price, \$2.15.

This volume contains the results of eight or more years of study and lecturing to university classes upon the subject. As the great generality of Grassmann's processes—all results being obtained for n -dimensional space—has been one of the main hindrances to the general cultivation of his system, it has been thought best to restrict the discussion to space of two or three dimensions. The author is a firm believer in the great practical, as well as theoretical superiority of Grassmann's system and holds that it consists first in the fact that that system is founded upon, and absolutely consistent with, the idea of geometric dimensions, and second that all geometric quantities appear as independent units. Hamilton's theory of linear and vector functions was found equally capable of application to point functions in n -dimensional space. A large number of exercises have been inserted in order that the student may apply the principles he has learned to the solution of actual problems. The student will find very convenient the eight or nine blank pages at the end of each chapter, that may be filled with solutions of problems and notes.

ALDEN'S MANIFOLD CYCLOPEDIA. Vol. 23. Legal—McClure, Garretson Cox, & Co., Publishers, New York, Chicago, and Atlanta.

We welcome another volume of this handy cyclopedia and find it up to the standard in freshness, fulness, and accuracy. The publishers seem determined to make it, in all respects, as valuable as possible. The many illustrations add greatly to the worth of the work. Among a great number of interesting topics treated in this volume, we notice Letters and Articulate Sounds; Libraries, about 7 pages; Light; Lithography; among the important places are Leipzig, Leyden, Liberia, London, Long Island; among states, Louisiana; in the line of biography we find Leibnitz, Lessing, Pres. Lincoln, Liszt, Livingston, the explorer, Locke, and Longfellow. These little volumes in the school library would be of vast assistance to both teacher and pupil.

REPORTS.

ENGLISH-ESKIMO AND ESKIMO-ENGLISH VOCABULARIES. Compiled by Ensign Roger Wells, Jr., U. S. N., and Interpreter John W. Kelly. Washington: Government printing office.

During the cruise of the United States steamship *Thetis* in 1889, in Behring sea and the Arctic ocean, several of the officers were directed to prepare reports upon subjects connected with the waters and regions visited by the ship. Among the results of such directions was the preparation of the matter contained in this book. A chart is given showing the location of the different tribes, and then follows "Memoranda Concerning the Arctic Eskimos in Alaska and Siberia," containing much valuable information relative to the people of this far northern region. The remaining pages are devoted to the vocabularies, which evidently were prepared with great care.

HISTORY OF EDUCATION IN ALABAMA, 1702-1889. By Willis G. Clark. Washington: Government printing office.

This is another of the contributions to American educational

history, edited by Herbert B. Adams, that have been prepared for the bureau of education at Washington. The information, for the most part, in this volume was obtained from original sources—records and minutes of the University of Alabama, conferences with leading educators, perusal of newspaper files, and study of reports of superintendents. The first academy was incorporated in 1811. Soon after the admission of Alabama as a state in 1819, the university was established. Religious sects have been particularly active in education. The Mobile system, organized in 1852, was the pioneer of the common schools in Alabama and the South-west. The general public school system of Alabama was inaugurated in 1855, but did not become thoroughly established for many years on account of the troubles during the war, and the reconstruction period. Now the schools have obtained a good start, and separate schools for the negroes have been established, and are maintained at the public charge in all portions of the state.

MAGAZINES.

Edward Atkinson is to publish in the *Popular Science Monthly* two extended and important articles on the revision of the tariff, under the title, "Common Sense applied to the Tariff Question." In the first of these, which opens the August *Monthly*, he shows the incompetence of American legislators and government officers in dealing with financial questions, and without taking extreme ground goes on to point out weighty business considerations which should determine the direction of tariff reform.

The September *Century* will contain a paper on "Finding Paths in California," that Gen. Fremont was engaged upon at the time of his death. It will be finished by his wife. In that number will also be given a fine portrait of General Fremont from a daguerreotype of '49 or '50, along with portraits of Commodore Sloat and Stockton, "Duke" Gwin and Governor Burnett. In an article giving account of "How California came into the Union."

Lippincott's for August has a complete story by Mrs. Alexander, the popular English author, under the title, "What Gold cannot buy." Miss Townsend and Ballard, two lawn tennis experts, write of "Lawn Tennis for Women." R. M. Elfreth presents the best European legislative methods for preserving the purity of milk. Eleanor P. Allen gives a graphic account of the life and works of Harriet Beecher Stowe.

The August *Chautauquan* presents the same attractive variety of matter that has made the demand for the magazine so great. The Woman's Council Table, the new department, has contributions by Susan Hayes Ward, Mary S. Torrey, Kate Tannant Woods, Frances E. Willard, and others. Dr. Manly Miles reviews "The Condition of American Agriculture" giving reasons for the general decline in the prices of farm products, and shows how a more satisfactory return may be secured for the capital invested. Prof. Mahaffy has a pleasant article on country life in Ireland.

In the August *Scribner*, Edward Marston tells how "Stanley wrote his Book," giving facts about the explorer's wonderful memory, and the way he kept his note-books. There are stories in the number by H. C. Bunner and Richard Harding Davis. Thomas Bailey Aldrich contributes one of his loveliest magazine poems, with ornamental head and tail-piece by Kenyon Cox.

Edward Everett Hall, in *Harvard's Magazine* for August relates the true story of "Magellan and the Pacific," as it appears in the light of recent discoveries and observations. Ellen B. Bastin seeks to answer the question, "What has contributed most to the growth and prosperity of the city of Chicago?" The subject of an interesting paper is "Custer's Last Battle," by Captain Charles King, U. S. A. There is an article on "Street Life in India," by Edwin Lord Weeks. Seven illustrations by the author accompany the article. George William Curtis gives reminiscences of Dickens' last visit to America. Charles Dudley Warner speculates upon the influence of repentance upon individuality, and William Dean Howells discusses the ethics of criticism.

The noticeable paper of the August *Atlantic* is that by Prof. N. S. Shaler on "The Use and Limit of Academic Culture," in which he shows the manner in which he believes the college could be brought into closer touch with the aims of the ordinary student. Dr. Holmes ends his instalment of "Over the Teacups," with some verses entitled, "The Broomstick Train, or The Return of the Witches," that overflow with wit and fancy. Henry Cabot Lodge puts in a strong plea for international copyright. The venerable Quaker poet contributes a three-page poem on the town of Haverhill. Miss Murfree's "Felicia" and Mrs. Deland's "Sidney" continue their course.

ANNOUNCEMENTS.

D. C. HEATH & Co., Boston, will issue shortly Anatole France's "Abelie," edited by Charles P. Lebon, of the English high school, Boston; De Vigny's "Laurette, ou Le Cachet Rouge," edited by Prof. Alcee Fortier, of Tulane university, New Orleans; and "Selections for German Composition," with notes and vocabulary, by Prof. Charles Harris, of Oberlin.

In D. LOTHROP Co.'s recent publication, "Adirondack Cabin," a noteworthy feature is a collection of thirty-two full-page reproductions of scenes in the great wilderness from photographs taken on the spot.

Through HOUGHTON, MIFFLIN & Co., Frank Dempster Sherman, will publish in the autumn a new volume of poems entitled, "Lyrics for a Lute."

GINN & Co. will publish early in the autumn "A Synopsis of English and American Literature," by Prof. G. J. Smith, of the Washington, D. C., high school. It will contain in small compass the most important facts connected with English and American writers, from the days of the Celtic bards to the present time.

THE SCRIBNERS have just published Dr. Newman Smyth's new book entitled, "Personal Creeds," which aims to show men "how to form a working theory of life."

G. P. PUTNAM'S SONS have in press "The Trees of Northeastern America," by Chas. S. Newhall, with an introductory note by Nath. L. Britton, E.M., Ph.D., of Columbia college. It has illustrations made from tracings of the leaves of the various trees.

MACMILLAN & Co., encouraged by the success of their popular edition of Charles Kingsley's novels, have published a new edition of "Tom Brown's School Days," in the same style.

LONGMANS, GREEN & Co. issue Rawlinson's "History of Phœnicia," a notable addition to an already excellent list of books.

THE CENTURY Co. have published several admirable books to meet the demand for responsive readings in church services. Among these are "Psalms and Selections," and "Selections for Responsive Readings." They also expect to have Nicolay and Hay's "Lincoln History" ready in book form by November 1.

A Clean Track on the Pennsylvania Railroad.

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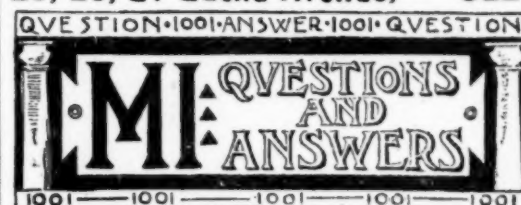
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The Heart of the Alleghanies.

Writing of a recent trip across the mountains of West Virginia a gifted journalist says:

"Twilight on the grade is grand. The mountain summits look like the bushy tops of trees. The sun has disappeared in a ball of fire at his 'jumping-off place,' but the vivid lighting of the western sky by the still upturned illumining face below the horizon is in marked contrast to the gathering shades behind the rushing train. From shelf to shelf, from crag to crag, from brink to brink, we almost fly. Like a flashing transformation, rendering almost past belief the fact that the scene is in the midst of the Alleghanies, comes a bit of landscape gardening with all the beauties of walks and hedges and bright hued flowers, a mountain brooklet tumbling through the center—Buckhorn Wall, the most noted and most admired view that can be had from any known point in the Alleghany range. To enable the road to span the tremendous gorges, a massive wall of cut stone was erected for a distance of several hundred feet, and more than a hundred feet above the foundation rock. As the river makes an abrupt turn at right angles, a deep canyon is opened up for miles. Range after range of mountains disappear behind each other. The shadowy outlines of single peaks steal out through the haze."

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Name three forms of government that this country has had prior to the revolution. Royal, charter, proprietary. The proprietary form is one in which the king of England gave a grant of land to some individual and he exercised authority over it. The royal form was entirely under the control of the king of England. In the charter form the people of the colony had some rights assigned to them by a charter.

State five defects in the Articles of Confederation. 1st—There was no judicial department. 2d—There was no Executive department. 3d—They could coin money but had no power to buy the bullion. 4th—They could declare war and tell the number of men necessary, but could not compel a single soldier to enter the field. 5th—They had power to borrow money, but no means by which to raise money to repay it.

Name two methods by which amendments may be made to the U. S. constitution. 1st—Two-thirds of Congress can propose amendments, and when ratified by three-fourths of the state legislatures or in conventions thereof, they become part of the constitution. 2d—When two-thirds of the state legislatures desire an amendment or amendments, conventions of the states must be called to propose the amendments, and when they are ratified by three-fourths of the state legislatures or in conventions thereof, they become part of the constitution.

State the substance of the Eleventh Amendment. No state court can entertain any suit against a state. By this amendment each state is allowed the privilege of settling its own obligations by its own methods.

State the substance of the Twelfth Amendment. This makes a change in the election of Vice-President. Up to this time the chief opponent of the President was the Vice-President. By this amendment the President and the Vice-President are elected upon the same ticket.

State the substance of the Thirteenth Amendment. It abolished slavery in the United States.

State the substance of the Fourteenth Amendment. It made the negro a citizen and bestowed upon him all the civil rights, also it declares the validity of the national debt and forbids the payment of any debt made in aid of the rebellion.

State the substance of the Fifteenth Amendment. It gives the colored race all political rights.

Of what three departments does the national government consist? Executive, legislative, and judicial.

Why should they be separate and distinct? It is only when they are separate that there is a true republic and the closer they are allied the nearer an approach is made to an absolute monarchy.

Of what does the executive department consist? The President of the United States.

What are the duties of the President? He is commander-in-chief of the army and navy. He appoints many civil officers with advice and consent of Congress. He can make treaties with two-thirds the consent of Congress. He can convene Congress on extraordinary occasions. He has also many other duties.

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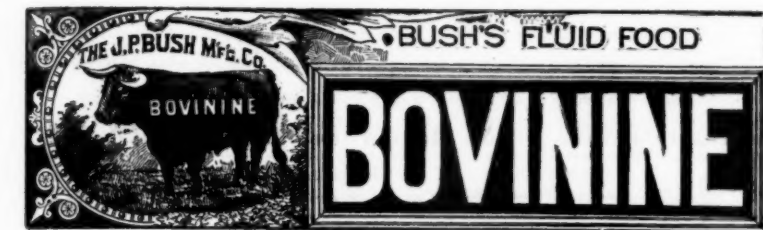
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